

**THE EFFECTIVENESS OF TEACHING WRITING THROUGH  
PICTURE SERIES TO GRADE VIII STUDENTS OF SMPN 3 SLEMAN  
2013/2014**

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*Sarjana Pendidikan* in English Language Education

A Thesis



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**THE EFFECTIVENESS OF TEACHING WRITING THROUGH PICTURE  
SERIES TO GRADE VIII STUDENTS OF SMPN 3 SLEMAN**

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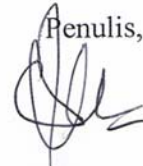
Judul Karya Ilmiah : The Effectiveness of Teaching Writing through  
Picture Series to Grade VIII Students of SMP N 3  
Sleman

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, September 8, 2014

Penulis,



Vania Teska Novita

## DEDICATIONS

*This thesis is fully dedicated to:*

*My beloved Mom and Dad,*

*Ibu Tri Sakti Budi Handayani and Bapak Majaji,*

*My sister,*

*Dinda Bela Martiara*

*My special friend,*

*Nanda Sandi Asmara*

*And all my friends,*

*I love you all!*

## **MOTTO**

*Giving a try is always much better than doing nothing.*

*(Anonymous)*

*Surely, there is ease after hardship.*

*(Al-Inshirah: 6)*

*Your success lies right behind the wall blocking your way.*

*(M As)*



## ACKNOWLEDGMENTS

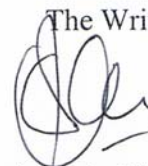
*Alhamdulillahirabbil'alamin.* All praises be to Allah SWT, who always gives us peaceful life. This thesis would have never been done without the blessings of Allah SWT.

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The writer realizes that this thesis is far from being perfect. Therefore, criticisms and suggestions from the readers are highly appreciated for the improvement of this thesis. She hopes this thesis can contribute to the development of the English teaching and learning process.

Yogyakarta, September 8, 2014

The Writer,



Vania Teska Novita

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# **THE EFFECTIVENESS OF TEACHING WRITING THROUGH PICTURE SERIES TO GRADE VIII STUDENTS OF SMP N 3 SLEMAN**

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## **ABSTRACT**

The objectives of the study are to: (1) describe the writing ability of the students learning through picture series, (2) describe the writing ability of those learning not through picture series, and (3) find out the difference in the writing ability between those learning not through picture series.

This was a quasi-experimental study conducted at SMPN 3 Sleman. The population comprised Grade VIII students and the sample was selected by means of the cluster random sampling technique. The sample consisted of Grade VIII B as the experimental group and Grade VIII A as the control group. The data were collected by tests, consisting of a pretest and a posttest. They were analyzed using the analysis of covariance.

The findings of the research showed that there was a significant difference in the writing ability between the eighth grade students of junior high school taught by picture series and those who were not taught by picture series. The scores indicated that there were improvements from the result of the students' pre test and post test. The mean of pretest experimental class 19.65 was higher than the mean of pre test of control class which was 18.56. Then the mean of the experimental class post test 21.06 was higher than the control class post test which was 19.65. The analysis showed that  $H_0$  was rejected and  $H_a$  was accepted. Therefore, the hypothesis "there is a significant difference in the speaking ability between the eighth grade students of Junior High School who are taught using picture series and those who are taught without using picture series" was accepted.

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

English is a foreign language subject for students to learn in Indonesia. It has been formulated in the standard of competency and basic competency in the English subject in the Junior High School that covers four aspects of correlated English skills: listening, speaking, reading and writing. Those four skills must be mastered by the students in the English lesson.

Writing is one of the two productive skills in the English language. It means that writing involves communicating a message that can be read and analyzed by the readers. To develop writing, people need ideas or sources that are taken from newspapers, web-sites, magazines, etc.

In writing, there are some aspects that should be understood such as grammar, punctuation and spelling, organization, cohesive and coherent devices, and vocabulary. Teaching writing is a complex activity. Therefore, the teachers must have a great interest and strategies in writing activities. However, many teachers are not interested in teaching writing. They do not teach writing, but they just test writing in their classes. As a result, the students do not make any progress in their writing.

One scope of English in the Junior High School is that students can produce short functional texts and short essays in the form of procedure, descriptive, narrative and recount texts (Depdiknas 2006). The students are

introduced with simple things around them, which are familiar to them. The product of writing is a text. The students of the Junior High School have to create short simple texts.

Writing is difficult for the students of the Junior High School. The difficulties are that the students cannot transfer their ideas because they are confused. It made them think that they cannot produce a written text.

The pictures are one of the solutions that can help the teachers to explain language meaning and construction. The teachers are able to cope with the problems in teaching English. A picture is an illustration of picture that can be used as two dimensional representation of person, place or thing. It means that picture is one of the media of communication that can show people, place and thing that are far from us. Picture can make anyone getting clearer ideas or information than language term.

The eighth grade students' writing ability of SMPN 3 Sleman was relatively low. They should have good ability to write and express some topics but some of them cannot do it. They had to use appropriate words when they wanted to write but they cannot use them in their writing.

Finally, the writer wrote this thesis which is related to the effectiveness of teaching writing through picture series to the eighth grade at SMPN 3 Sleman.

## **B. Identification of the Problem**

After analyzing the problems found in the field previously, the researcher then collected some problems related to the needs of writing. The first problem was about grammar. Students could not write grammatically.



Grammar was important in writing because it was one of some aspects that students must understand.

The second problems were punctuation and spelling. Punctuation and spelling were very important in writing. By using an appropriate punctuation and spelling students could make a good writing. However, students could not put an appropriate punctuation in their writing. Sometimes, students also could not spell some words in their writing.

The rhetorical form or organization was the next problem that influences the students' writing skill. The students could not organize their writing well. They did not pay attention to the instructions that the teacher give to them. They could not write an appropriate topic.

The fourth problem was vocabulary. In writing, vocabulary was the fourth important aspect in writing. However, students could not choose the right vocabulary in their writing.

The fifth problems were cohesive and coherent devices. In writing, students had to pay attention to those aspects to clarify the reader about the content of the writing. However, students did not know about it.

In this research, the researcher decided to use the picture series in teaching writing of the eighth grade students of SMPN 3 Sleman in the second semester of the academic year 2013/2014.

### **C. Limitation of the Problem**

Finally, looking at the problems mentioned in the identification of the problems above, the researcher decided the limitation of the problems. This

research focused on the effect of picture series on writing ability. The first, the researcher focused on past tense in teaching writing. Then, the researcher restricted the punctuation such as full stop (.); comma (,); question mark (?); exclamation mark (!). The researcher used narrative texts in teaching writing. The researcher also focused on the vocabulary such as verbs, nouns and adjectives. The last was cohesion and coherence.

The writer, therefore, focused on whether picture series could be used in teaching writing of the eighth grade students of SMPN 3 Sleman in the academic year of 2013/2014.

#### **D. Formulation of the Problem**

From the identification and limitation above, the researcher formulated the problem as follows:

1. What is the writing ability of the students taught using picture series like?
2. What is the writing ability of the students taught without using picture series like?
3. Are there any significant differences in the English writing ability between the students taught using picture series and those taught without using picture series?

#### **E. Objectives of the Study**

The study aims to:

1. Describe students' writing ability taught using picture series.
2. Describe students' writing ability taught without using picture series.

3. Find out the differences in the English writing ability between the students taught using picture series and those taught without using picture series.

#### **F. The Significance of the Study**

The result of this research are hoped to be useful for:

1. The English teachers, the result can give contribution for improving knowledge for the English teachers to improve the students' writing ability using different ways.
2. The students, the result of the research will encourage them to write appropriate texts and also motivate them in writing English.
3. Other researchers who are interested in conducting studies with the similar topic, the result of this research is useful for giving information about picture series in teaching English.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

#### **A. Literature Review**

##### **1. The Nature of Writing**

###### **a. Definitions of Writing**

Learning English is needed by the students in junior high school. Writing is the important aspect in learning a foreign language. Harmer (2001: 250) states that writing is one of the productive skills which are closely bound up with the receptive skill work. Students will improve much if they learn more words and expressions. Richards and Renandya (2002: 203) argues that writing is the most difficult skill in learning foreign language. Richards and Renandya (2002: 316) also state that there are three stages in writing process. (1). **Planning**, this stage encourages students to write. (2). **Drafting**, this stage focuses on the fluency of writing and is not pre occupied with grammatical accuracy of the draft. (3). **Revising**, this stage encourages the students to revise through collaborative writing. Nunan (2002) founds that writing can be defined by series of contrast:

1. It is a both a physical and mental etc. Basically, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an E-mail message typed into a computer. Whereas, writing is the mental work of inventing ideas, thinking about how to express

them, and organizing them into statements and paragraphs that will clear to a reader.

2. Its purpose is both to express and impress. Writers typically serve two masters: themselves, and their own desires to express an idea of feeling, and readers, also called the audience, who need to have ideas expressed in certain.
3. It is both a process and a product. The writer imagines, organizes, drafts, edits, reads, and rereads. This process of writing is often cyclical, and sometimes disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider audience is a product: an essay, letter, and story or research report.

#### **b. The Process of Writing**

In teaching writing, the teachers should focus on writing process because it helps the teachers to understand what the stages should be used in writing process. Each step has different role in writing process. These are the stages of the writing process.

##### **a. Prewriting**

In this stage, the teachers ask the students to prepare and collect their thoughts and ideas. They can do those through reading a passage, brainstorming, discussing a topic, or clustering. Brainstorming is an activity

where the students work together in the group to come up with as many ideas as they can through discussion. Clustering is an activity where students begin with a key word. Then, they will add some other words using free association.

Harmer (2004:4) also states that when the students want to write, they have to think about three elements. The first element is students have to think about the purposes of writing before writing a text, such as describing and telling something, reporting, etc. It is because each purpose of writing has different language use and information. The second one is audience. Audience here means reader. When students want to write a text, they have to think what the audience is. It can influence choice of language, such as formal or informal. The last is content of structure. In this element, students have to arrange the ideas, facts, or arguments in order to make a final piece of writing accurately.

Therefore, in prewriting, there are several activities that can be done to collect ideas and prepare to write.

#### b. Drafting

Brown (2001) states that drafting is an important and complex set of strategies. In this stage, students will develop their ideas and write down them. The students do not worry about the form or correctness because it is purposed to get the ideas on paper as quickly as possible. Spivey (2006) also

states that in writing process to children, drafting is an activity where they put their ideas on the paper. They do not need attention about punctuation, grammar, or neatness. Drafting process focuses on the ideas and get them on paper without the distraction or fear of making mistakes in grammar, capitalization, punctuation, or paragraph structure. Since, all of the ideas will be revised to get final writing.

c. Revising

In this stage, teachers give feedback. The teachers check content, grammatical, and punctuation of students' writing. They can ask the students to do peer-reviewing, i.e. using classmate's comments. They can work in pairs or groups. It is like what Harmer (2004: 12) says that the teachers can encourage the students to revise through collaborative writing, i.e. they work in pairs or groups and give suggestions for changes.

From the ideas above, it can be concluded that writing processes consist of three stages: prewriting, drafting, and revising. To get final writing accurately, it takes time, patience, and trained instruction.

The writing process examines each of these stages in turn. If students are concerned only with preparing for exam writing they could omit the reading and note-making stages, but if they have sufficient time they should work through every unit, preferably in the order given, for each stage builds on the previous one.



Although it is essential to understand the basic writing process, at the same time it will be useful to be aware of the elements which contribute to good academic writing. When practicing note-making, for example, it is helpful to be aware of the conventions of referencing.

### **c. Writing Skills**

In order to acquire the writing skills, there are some micro-skills and macro-skills which should be mastered by the students. According to Brown (2004: 221) there are two categories of writing skills. They are micro-skills and macro-skills. The following is the list of micro and macro-skills for writing.

#### **Micro-skills**

1. Producing graphemes and orthographic patterns of English.
2. Producing writing at an efficient rate of speed to suit the purpose.
3. Producing an acceptable core of words and use appropriate word order patterns.
4. Using acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
5. Expressing a particular meaning in different grammatical forms.
6. Using cohesive devices in written discourse.

#### **Macro-skills**

7. Using the rhetorical forms and conventions of written discourse.

8. Appropriately accomplishing the communicative functions of written texts according to form and purpose.
9. Conveying links and connections between events, and communicates such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.
10. Distinguishing between literal and implied meanings when writing.
11. Correctly conveying culturally specific references in the context of the written text.
12. Developing and using a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

**d. The Subskills of writing**

Writing involves some subskills. Some of these are related to accuracy, for example, using the forms of language. Writing accurately involves spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly, joining sentences correctly and using paragraphs correctly.

But writing is not only about accuracy. It is also about having a message and communicating it successfully to other people. To do this, the students need to

have enough ideas, organize them all well and express them all in an appropriate style.

The teachers should be observed about the subskills. When teaching writing they need to focus on both accuracy and building up and communicating a message. By encouraging the students to use the writing process the teachers help them to be creative and to develop their idea or their message, for example, what they want to say in their writing.

## **2. Teaching Writing in Junior High School**

One area of English writing at junior high school is that students can understand and produce a short functional texts and short essay on the form of procedure, descriptive, narrative, and recount (Depdiknas, 2006).

In this study, the researcher focused on teaching writing in Junior High Schools. According to 2006 Curriculum, writing in Junior High School focus on short functional texts and simple essay in daily life. It means that the students are expected to able to write short functional texts and simple essay, such as *narrative*, *recount*, *descriptive*, etc. This is the standard and basic competence of grade VIII semester 2 in Junior High Schools.

Grade	Semester	Standard of competency	Basic competency
VIII	2	12. Expressing meaning of short functional text and simple essay in daily life in the form of <i>recount and narrative</i> .	12.2 Expressing meaning of short functional text and simple essay in daily life knowledge usage accurately, fluently, and understandably in the form of <i>recount and narrative</i> .

Harmer (2007) argues that in teaching writing, teachers should check some important points like: language use, punctuation, spelling, repetition of word and lay out. There are four reasons for teaching writing to students as English as a foreign language such as: reinforcement, language development, learning style, writing as a skill.

Teacher roles are also important in teaching writing. The role of teacher must be one of facilitator and coach, not an authoritative director and arbiter. This facilitative role of the writing teachers has inspired research on the role of the teacher as a response to students' writing. As a facilitator, the teacher offers guidance in helping students to engage in the thinking process of composing but, in a spirit of respect for student opinion, must not impose his or her thoughts on student writing.

Harmer (2001: 261) proposes three teacher's roles during the writing teach and the learning process. The first role is that the teacher becomes a motivator for the students. In this role the functions of the teacher are to motivate the student and to create the beneficial condition for the students in composing the writing. The teacher also persuades the students of the usefulness of this activity and the last encourage them to give the best effort to get the best result.

The second role of the teacher in the writing learning process is a resource. The teacher should give the students some information to be their input in order to enrich their knowledge in composing their writing. Offering the advice and suggestion is needed to be done by the teacher too. Finally, the last role is feedback provider. This role is very important for the students. In this role, the teacher should give the correction about the writing of the students, and give them appropriate feedback based on the students' need to write.

Writing is one of the four language skills. That means it involves producing language rather than receiving it. Very simply, writing involves communicating a message (something to say) by making signs on a page. Writing involves several sub skills. Some of these are related to accuracy, i.e. using the correct forms of language.

The essences of teaching are guiding and facilitating students to work. This is supported by Brown (2000: 7) who proposes that “teach is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for

learning”. It implies that teaching cannot be separated from learning. When teachers teach writing to students, they do not only teach how to develop ideas in writing, but they also teach how to write. English sentence grammatically and systematically. Hence, teaching writing depends on the teachers’ ability being improved. Kimble and Garnezy in Brown (2000: 7) argue that learning is a relatively permanent change in behavioral tendency and learning is the result of reinforced practice. It means that in teaching writing, the teachers have to slow and help students to learn how to write, give instructions, guide students in writing, provide students to understand how to write effectively.

Teaching writing for the eighth grade of Junior High School has to be done well because English is one scope compulsory subjects that has to be taught for students of junior high school level. Teaching English to students of junior high school is presenting writing since they meet English for the first time. English learning in junior high school is targeted to make students reach the functional level that is to communicate written and orally in solving daily problems. One scope of English learning at junior high school is that students can understand and produce a short functional texts and short essay on the form of procedure, descriptive, narrative, and recount (Depdiknas, 2006)

Writing is one of the some aspects that students have to master. In teaching writing, teachers need to have interesting strategies. It can attract the students to give more attention about the material. Teachers also have to create the best

atmosphere in teaching learning process because it supports students to be brave. They are not afraid although they make mistakes on their writing.

In learning, learners must be mastered in writing. To improve students' writing skill in Junior high School teacher taught the writing in the classroom. Teachers work hard to improve writing skill of their students by using many methods and activities.

One widely accepted classroom application of teaching English using the genre-based approach is the “teaching and learning cycle” or also referred to as “the curriculum cycle”. This cycle consists of four main stages; they are building knowledge of field, modeling of text, joint construction of text and independent construction of text. It aims to provide support for learners as they go through each stage of the cycle. The following elaboration of the teaching and learning cycle is adapted from Paltridge (2001).

#### 1. Building knowledge of field.

This stage focuses on building up a shared experience and cultural context about the topic of text. The interactions mostly happen between teacher and class, and students and students. The focus is on the content information and the language of the genre of the text that is going to be used. It particularly focuses on controlling relevant vocabularies and grammatical patterns of the particular genre.

#### 2. Modeling of text.

This stage focuses on introducing particular genre through a model of text that deals with the field that the students have already explored in the stage of building



knowledge of field. Through the model text, teacher and class work together exploring the cultural context, social function, schematic structure, and linguistics features of the text are using spoken language to focus on written text.

### 3. Joint construction of text.

In this stage, when students are already familiar with all of the features of a particular genre, teacher and students work together to construct texts that are similar to the text that have already being learnt in the previous stage. In constructing the text, attention should be paid to the schematic structure, linguistic features and knowledge of the field of the text.

### 4. Independent construction of text.

In this final stage, students are ready to work independently to produce their own text. Teacher can let students to work on their own. In other words, teacher should minimize their support, scaffolding and interference on students learning process. It will provides students with the opportunity to show their ability to create a text that has schematic structure, linguistic features and knowledge of the field in accordance with the genre that is being studied.

In teaching writing, the teacher should use the genre-based approach. The teacher makes the same steps but different media in the experimental group and the control group. This is the comparison of implementation treatment on experimental and control group.

<b>Stages Techniques</b>	<b>Experimental Group</b>	<b>Control Group</b>
BKOF	Students are stimulated to recall their experience about related topic by discussing the headline of the picture series.	Students are stimulated to recall their experience about related topic.
MOT	Students are given the picture series as model in teaching writing and they are given the explanation about it.	Students read the text of the textbook and they are given the explanation about it.
JCOT	Students are asked to work in group to do some exercises which are based on the picture series given.	Students are asked to work in group to do some exercise in the textbook.
ICOT	Students are asked to work individually to write narrative and recount texts based on the picture series.	Students are asked to work individually to write narrative and recount text.

### **3. Pictures series in the writing learning process**

#### **a. The definition of pictures series**

As English teachers, it is useful to use some varieties of language to help them in teaching English. They are able to engage the students in a topic or as the basis of the whole activity. Using pictures is one of the ways that can be used in teaching English. According to Raimes in Akbari (2008) pictures can help the

teachers and students in teaching and learning vocabulary and other components of language.

The pictures are one of the solutions that can help the teachers to explain language meaning and construction. The teachers are able to cope with the problems in teaching English. A picture is an illustration of picture that can be used as two dimensional representation of person, place or thing. It means that picture is one of the media of communication that can show people, place and thing that are far from us. Picture can make anyone getting clearer ideas or information than language term.

There are some types of pictures used in the English teaching and learning. One of them is picture series. A series of pictures is sequence pictures of a single subject that is aimed to tell a story and also a sequence of events.

According Brown (2004) to understand the way of the picture series, the students need to appreciate it in abstract way. In the same way, when they express their ideas to construct the story in a good coherence as well as unity, they have to think it in abstract excessively. Both of them will be easier for them in learning process if the teacher can use picture series. It cannot only help the students to get ideas more realistic in understanding the recount text but also in constructing ideas to create it. During the students are writing the text, they can use top-down technique in predicting the content of the text based on understanding of picture series. Based on that, the pictures give the schemata to the students to construct ideas from their background knowledge and experience.

Harmer (2002 :69) states that there are various number of writing tasks that students can be asked to undertake and one of them is students can be given a series of pictures which tell story and they have to write story based on the pictures. He then adds that giving the students sequence picture as the writing task will incite them to be creative writers. The students will explain their understanding about the pictures. Picture series is recommended in the writing learning process.

#### **b. Using pictures in writing activities**

The use of pictures can provoke the creativity of the students. Pictures are often used to present the situations in the learning process. For this reason, teacher can also use the pictures in their activity. One of the visual media commonly used in the teaching and learning process is pictures. Smaldino (2005: 240) states that pictures are photographic (representation of people, places, and things in the form of two dimensional that sometime in the form of sequential pictures (in series). There are some activities that are proposed by Harmer (2004: 67). The first activity is describing pictures. In this task the students have to describe the pictures. The teacher also gives the limitation to demand the students to finish the task. The teacher can make the activity more engaging by asking students about the pictures.

The second activities are suspects and objects. In this task, the teacher gives the students a variety of pictures. The students have to describe only one of them.

The students then give their description to another student who has to identify which pictures is being described, and stick the description under the correct picture.

Writing the postcard is the third activity. In this task, the teacher gives the postcard scenes and then asks the students to write postcard which they would expect to write to an English-speaking from such a location.

The fourth activity is portraits. The teacher will give the students some portraits. The students have to think about the person they see there. Do they look happy or sad, extrovert or introvert? When the students have studied the portrait they will know what kind of letter they want to write. This activity can be done with photographs and provided that they go some way to capture the personality of the subject.

Story task is the fifth activity. Harmer (2004: 69) states that pictures are really useful ways to prompt students into writing stories. There are a number of different tasks which students can be asked to undertake. Four which work well are following:

- for dramatic pictures (such as a man crossing a canyon on a tightrope, people in a street protest, or someone who has come face-to-face with a wild animal) students can asked to write what happened next.

- students can be given a series of pictures of random objects (an aeroplane, a bicycle, a pack of cards, a dog, a fireplace, etc.) and told to choose four of them, and write a story which connects them.
- students can be given a series of pictures in sequence which tell a story. They have to write the story which the pictures tell.
- students can be given a picture and a headline or caption and asked to write the story which makes sense of the pictures and the words.

In this research study, a series of pictures in sequence will be used as the main media to improve students' writing skill. An appropriate media in teaching writing can help students achieve their writing skill.

### **c. The advantages of using pictures series in writing**

Picture series is recommended for it has many benefits in the writing learning process. The first benefit using picture series is that it will make the students interested in writing English because picture series is one of the visual teaching media (Smaldino 2005 :9).

The second benefit is picture series will stimulate the students to develop and use their imagination so that they will be able to write well. Then, it will also help students in expressing the ideas. The last benefit is that picture series will improve the students' motivation in writing. Students can construct their knowledge during writing a text easily by using media. One of the media is picture series. Media

make the student more easily to explore their ideas. The media must be used in integrated way in teaching and learning.

In this research study, picture series will be used as the main media to improve students' writing skill. In implementing picture series in the research, there are processes that need to be done by the researcher and other members of the research. They are designing the lesson plan for the teaching and learning, designing the teaching techniques used to implement the picture series, then selecting the appropriate and suitable picture series to be used in the writing activity.

#### **d. The disadvantages of using pictures series in writing**

Picture series have some importance in teaching writing. But on the other hand, the use of picture series also has some negative sides. There are two negative sides. First, students are not able to use oral language skill effectively. In this case, students find difficulties in presenting their writing in front of the class. They cannot present their stories fluently and communicatively. Therefore, teachers need to give the chances for the students to practice dialog or monolog in the stories they made before. Another negative side of using pictures series as media to teach writing is the teachers do not have enough time to teach and evaluate the writing process. In the writing process, students are given such picture series to be done into narrative composition. Students have to work by



their own. Teacher only give some important rules which are usually become unclear directions. Teachers do not big have enough time to guide them well, especially when the class consists of big number of students.

From the statements above the writer could conclude that the teacher could ask the students about the difficulties in writing using picture series. Then the teacher would give some feedbacks. The teacher could give them the task about picture series and then the students had to tell their writing to another student. The teacher also had to give the enough time to explain about the material using picture series so that the students could clear enough about the material.

#### **e. Using Textbooks in Writing Activities**

Textbooks are usually used in schools when learning. They are books that have been published to cover the syllabus that a student is supposed to learn in one grade. Each grade will use different text books.

The one benefit of using textbooks is that they provide information. The teacher is a reliable source of information, but textbooks can be used to provide more. This is because teachers do not always mention everything, maybe due to the limitation in duration of the lessons.

Textbooks will also help students in noting and highlighting the key points. They can also add guides for easy understanding of sentences. If they note the key words, it makes it easier to remember even during examinations.

Textbooks are also used for future reference. Students will always forget what

they have been taught by the teacher. They therefore need such books to keep referring to, in order to refresh their memory. Textbooks are also a reliable source of information because they may contain term papers and thesis. They may come with instruction and guide the student on the kind of question that they are likely to encounter during examinations.

These books will also enable instructors and teachers to get more organized in their class lessons. Since these books are divided in chapters, teachers find them reliable by following them as they are in teaching. This will help when there is need to give tests to students. The teacher will also know on the topics that students find difficulty in understanding and the ones they have already understood

Referring to textbooks will therefore enable students to point out to topics that they need more elaboration on. Referring will also mean that students who have failed exams can use them to find correct answers to questions because the teacher cannot repeat classes for a number of students (Richards 2012).

## **B. Relevant Studies**

The use of picture and picture series in teaching and learning process, includes in teaching writing is indeed not relatively new. There are some results of relevant studies on the use of picture and picture series.

The study about using picture in teaching writing has been done before by Septyan Angga Saputra (2010). He states that using pictures to teach writing can

help students to improve their writing skill. Pictures are good media to stimulate the communication activities. By using pictures the teacher can conduct many communication activities. He also states that there is a significant difference between students' writing skills who taught using picture series and those who are not. It is proved by the result of ANCOVA which significant value of 0.000 is less than the significance level of 0.05, which means that the data of this study are considered to have a significant difference.

The others study about picture series has been done by Siti Nurjanah (2012). She states that she used picture series in teaching writing. The students' score increased in each cycle. She also states that she can encourage students to utilize the vocabulary and expression they had learned from picture series in their production of English.

The study about using picture in teaching writing has been done by Rini Yudiati (2011). She states that she taught writing by using picture. The students can develop their imagination by the pictures. They will be able to create descriptive paragraphs that are meaningful.

### **C. Conceptual Framework**

Teaching writing, in principle, is not only forming students' techniques in the terms of pre-writing, drafting, and revising stages, but also striving to offer techniques that are as interactive as possible.

The assumption that the weaknesses at SMP students in writing ability is that they do not use the interactive techniques. It has supported the teachers to choose an appropriate technique and media to be used in teaching and learning process.

Picture series was selected as an effective media to improve students' writing skill. By using picture series, students would be interest in writing. Picture series also helped students develop their skill. Picture series helped the teachers create context to make language meaningful. Moreover, students could get involved in the activity and contribute in their group. In group-work games, as an activity, the students could work together, help each other, and solve the problems, related to writing. An appropriate media in teaching writing helped students achieve their writing skill.

Learning through picture series made the students relax and interest because these activities created a good atmosphere in the classroom. It would improve the students' motivation. When the students were motivated, ideas might come up in their minds and they were able to write easily. They could learn grammar and new vocabulary through picture series.

Compared with using picture series in teaching and learning writing, teaching and learning without picture series seemed monotonous. The classes were static and formal. The students would get bored soon. The teachers that use the conventional method just collected the students' work and corrected it in several days. Students would not be motivated in learning writing because the way of

teaching was not varied and students would get so bored. The teacher in SMP 3 Sleman used paragraph writing technique in teaching writing. Freeman (2000 : 23) argued that paragraph writing technique that is usually used in direct method. The teacher asked the students to write a paragraph in their own words. They wrote based on their memory or a passage in the lesson as a model. Then, she adds the picture series in her teaching. The students became more communicative than before, they had certain features in common with real communicative. In addition, students learned language in communicative activity which is meaningful.

Picture series could be desired interestingly. By applying the media, it helped the students on their writing skill better than those who were not given it. The implementation of the media involved the researcher, the English teacher, and the students at the eighth grade of SMPN 3 Sleman in the academic 2013/2014.

#### **D. Hypothesis**

Based on the literature review and the conceptual framework, the researcher formulates the hypothesis of the research as follows: “There is q significant difference in the writing ability between students who are taught using picture series and those who are taught by textbooks”

Based on the literature review and the conceptual framework, the researcher formulates the hypothesis of the research as follows: “There is a significant difference in the writing ability between students who are taught using picture series and those who are taught by textbooks”

### CHAPTER III

#### RESEARCH METHOD

This part describes the research methods. The researcher attends to explain about the type of the research, subject of the study, research design, population and sample, research instrument, the technique of data collection, and technique of data analysis. The explanation of each section as follows:

##### A. Research Design

The research on effect of using picture series to the eighth grade students in teaching writing at SMP N 3 Sleman is quasi experimental. A quasi-experimental study is a type of evaluation which aims to determine whether a program or intervention has the intended effect on a study's participants. Quasi-experimental studies take on many forms, but may best be defined as lacking key components of a true experiment. A true experiment includes (1) *pre-post test design*, (2) a *treatment group* and a *control group* of study participants, quasi-experimental studies lack one or more of these design elements.

The research design is a group of students in the treatment group and a group of students in the control group.

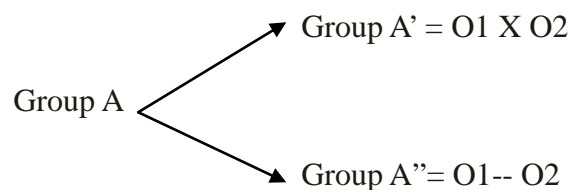


Figure 1: The design of the research

Where:

Group A' : Experimental group

Group A'' : Control group

O1 : First Observation (Pre-test)

O2 : First Observation (Post-test)

X : Treatment

This study was conducted in the eighth grade students of SMP N 3 Sleman in the academic year of 2013/2014. The researcher chose two classes by clustering the classes. They are class VIII A and VIII B, there are 32 students in each class. The classes are divided into two groups; they are a control group and a experimental group. VIII B becomes the experimental group and VIII A becomes the control group.

Table 1: The number of the students

NO	CLASS	THE NUMBER OF THE STUDENTS
1.	VIII A	32
2.	VIII B	32
<b>TOTAL</b>		<b>64</b>

In this study, there are independent variable and dependent variable. The independent variable is the method of using the picture series and text book, whereas the dependent variable is the writing skill.



## B. Population and Sample

The population of the research was the eighth grade students of SMP N 3 Sleman the academic year of 2013/2014. There were two classes of the eighth grades in the school and the researcher took both of them as the sample of the research. There were six classes and the total number of the eighth grade students was 192 students. Here, the researcher would use a sampling technique to reduce a large volume of the data. The sample was selected by means of the cluster random sampling technique. They were class VIII A and VIII B, there were 32 students in each class. The classes were divided into two groups; they are a control group and a experimental group. VIII A becomes the experimental group and VIII B becomes the control group.

The variables involved in this research were two variables. They were independent variable and dependent variable. The independent variable was the method of using picture series and text book, while the dependent variable was the writing skill.

**X** —————→ **Y**

X: Independent variable (Using picture series and text book materials)

Y: Dependent variable (Writing skill)

→: Influence

The hypothesis said that the picture series has an effect on writing skill. Therefore, the design of the research could be illustrated as follows:

Table 2: The design of the research

	Pre test	Treatment	Post test
Experimental Group	O1	X1	O2
Control Group	O1	X2	O2

Where:

O1 : pre test

X1 : picture series (treatment)

O2 : post test

X2 : textbook

### C. Instruments of the Research

In this study, the instrument that used to collect data is an English writing test. The test conducted to collect the data. The data of the research was in the form of the students' writing score.

This research used a test of writing skill in the form of simple writing to be used for pretest and posttest. In the pre-test students would be asked to remember and to mention simples' writing without using picture series. The writing test used curriculum as the standard that is KTSP.

The standard competency of English lesson in writing skill for the eighth grade in semester one of Junior High School was expressing meaning in short functional text in the form of *narrative* in daily contexts.

The students involved experimental group and control group. After that the researcher would teach writing by using picture series toward experimental group only, after giving treatment by using picture series to the students, and the researcher would ask the students to write based on

result of their knowledge, while on the control group, the researcher would ask the students wrote without giving picture series only the material which was given by the researcher.

The instrument was an essay type test. The English writing competences of Junior High School grade VIII is visualized in the table.

Table 3: The English writing competences of Junior High School

Standard of competency	Basic competences	Indicators
12. Expressing meaning of short functional text and simple essays in daily life in the form of <i>narrative</i> .	12.2 Expressing meaning of short functional texts and simple essays in daily life knowledge usage accurately, fluently, and understandably in the form of <i>narrative</i> .	<ul style="list-style-type: none"> <li>• Students are able to use correct organization of <i>narrative</i> texts.</li> <li>• Students are able to use correct grammatical rules.</li> <li>• Students are able to find meaning of unfamiliar words of <i>narrative</i> texts.</li> <li>• Students are able to use appropriate mechanics rules in creating a <i>narrative</i> texts.</li> <li>• Students are able to make <i>narrative</i> texts.</li> </ul>

Meanwhile, blueprint of the writing ability test that is used as a concept in making test presented in table 4.

Table 4: The blueprint of the writing ability test

No	Indicators	Aspect of Writing	The item number
1	Writing a <i>narrative</i>	a. Content b. Organization c. Vocabulary d. Language use e. Mechanics	

#### **D. The validity of the Instruments**

Hughes (2003) states that the term ‘validity’ in testing and assessment has been understood to mean discovering whether a test measures accurately what it is intended to measure. Validity provides information on the extent to which the data collection procedure really measures what it is supposed to measure.

The instrument is developed on the basis of characteristic of positive picture series proposed by some experts as presented in chapter two, so that is considered as having a content validity.

##### **Content Validity**

A test is said to have a content validity when the content of the test is a representative sample from the domain that is to be tested. Content validity is used to measure the test that is appropriate with the materials taught to the students or is appropriate with the syllabus based on the

Curriculum of Junior High School of year VIII of the second semester of English subject.

#### **E. The reliability of the Instruments**

The reliability of a research instrument is the degree of consistency and dependence with which the instrument measures the attribute. Brown (2004: 20) says that a test can be said as a reliable test if it is consistent and dependable. It means that the same test given to the same students or matched students on two different occasions should yield similar results.

In this study the researcher used SPSS version 21 computer program with the use of the interrater to get the result of the reliability of the writing test. The two raters used a scoring rubric for the writing test, the researcher as the first rater and the teacher of English as the second rater. According to Creswell (2008), interrater reliability involves observations made by two or more individuals of observed behavior. The observers record their scores of the behavior and then compare the scores to see if their scores are similar or different.

The reliability of the writing test could be seen by its reliability coefficient, in order to know the categorization of the reliability coefficient, the researcher used the categorization based on Anderson (2003:92) offers. The value of the reliability coefficient can be seen in the following table.

Table 5: The written assessment by Anderson (2003:92)

Scores	4	3	2	1
Idea and development	Extensive development of topic, strong support of main ideas with details	Good development of topic	Adequate development of topic, listing of detail	Weak development of topic
Organization	Completely organized, smooth flow with strong sequence	Fairly well organized, flow and sequence evident	Sparsely organized, lack of sequence	Not organized
Vocabulary	Vivid imaginative word choice, appropriate use of vocabulary	Good word choice, simple words	Fair word choice, simple words	Poor or inappropriate word choice
Sentence structure	Excellent: no errors and a variety length	Adequate: few errors and some variety of length	Fair: choppy with variety	Poor: many errors
Spelling	Error free	Very few error (1 – 5)	Some errors (6 – 10)	Many errors (over 10)
Capitalization and punctuation	Error free	Very few error (1 – 5)	Some errors (6 – 10)	Many errors (over 10)

## **F. Procedure of the research**

The researcher conducted a pre-test before the treatment and post-test after the treatment. Both the experimental class (VIII B) and control class (VIII A) would give the pre-test and post-test. The treatment with picture series would give only to the experimental class.

The main activity applied was communicative language teaching method in four stages technique: Building Knowledge of Text (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of Text (ICOT). The first in the BKOF stage, students stimulated to recall their experience about related topic. The second in MOT stage, students were given text as model in teaching writing and they are given brief explanation about it. The third in the JCOT stage, they were asked to work in a group to do some exercise given by the teachers. The fourth in the ICOT stage, they were asked to work individually to write recount texts.

Further the comparison of the implementation treatment in experimental and control class are presented in table 6.

Table 6: The procedure of the research

No	Date	Time	Class	Materials	Activities	K.D.
1	Saturday, 8 March 2014	11.15	VIII B	Writing test	Pre-test of the experimental class	12.2
2	Tuesday, 11 March 2014	09.55	VIII A	Writing test	Pre-test of the control class	12.2
3	Monday, 10 March 2014	07.45	VIII B	Introduction to <i>narrative</i> text by using pictures.	1 <sup>st</sup> meeting of the experimental class	12.2
4	Friday, 14 March 2014	07.00	VIII A	Introduction to <i>narrative</i> text in text book.	1 <sup>st</sup> meeting of the control class	12.2
5	Saturday, 15 March 2014	11.15	VIII B	<i>Narrative</i> text through picture series.	2 <sup>nd</sup> meeting of experimental class	12.2
6	Tuesday, 18 March 2014	09.55	VIII A	<i>Narrative</i> text in text book.	2 <sup>nd</sup> meeting of control class	12.2
7	Monday, 16 March 2014	07.45	VIII B	<i>Narrative</i> text through picture series.	3 <sup>rd</sup> meeting of experimental class	12.2
8	Friday, 21 March 2014	07.00	VIII A	<i>Narrative</i> text in text book.	3 <sup>rd</sup> meeting of experimental class	12.2
9	Saturday, 22 March 2014	11.15	VIII B	Writing test	Post-test of experimental class	12.2
10	Tuesday, 25 March 2014	09.55	VIII A	Writing test	Post-test of control class	12.2

Based on the table above, the treatment with picture series was implemented in the experimental class. The post-test was conducted after the implementation of the research.



## **G. Data analysis techniques**

In this research, the data would be collected by using a test. The test would be used to find out the students' achievement in doing test.

The researcher divided the instrument into a pre-test and a post-test that toward for the subjects of the research. The pre-test conducted based on the schedule of the English lesson for VIII B and VIII A before the treatment was given to the subject of the research. The pre-test for both would be given once, while the treatment would be given in six meetings, three meeting per week. The post-test conducted after treatment is complete. In the post-test, the control group provided a test without doing picture series, and the experimental group would be given a test with picture series.

In this study the researcher used two techniques of analyzing the data, namely descriptive and inferential statistics.

### **1. Descriptive analysis**

The descriptive analysis is utilized to describe and interpret the data. The researcher in this case calculated the mean, standard deviation, and two scores so that the researchers can find out the degree of students' ability in writing based on the mean and standard deviation.

Descriptive analysis was to provide answer to the research question formulated about whether there was a significant different in writing

ability between the students taught using picture series and those taught using text books.

### Score Categorization

To make the categorization of the score of students' writing skill, the ideal mean score (Mi) and the ideal standard deviation ideal score (SDi) should be found first. The ideal mean score was sixty percent of the ideal maximum score, and the ideal standard deviation score was fourth of ideal mean score.

Then, the scores of students were categorized into six categories which can be seen in the following table:

Table 7: The written assessment by Anderson (2003:92)

Scores	4	3	2	1
Idea and development	Extensive development of topic, strong support of main ideas with details	Good development of topic	Adequate development of topic, listing of detail	Weak development of topic
Organization	Completely organized, smooth flow with strong sequence	Fairly well organized, flow and sequence evident	Sparsely organized, lack of sequence	Not organized
Vocabulary	Vivid imaginative word choice, appropriate use of vocabulary	Good word choice, simple words	Fair word choice, simple words	Poor or inappropriate word choice
Sentence structure	Excellent: no errors and a variety length	Adequate: few errors and some variety	Fair: choppy with variety	Poor: many errors

		of length		
Spelling	Error free	Very few error (1 – 5)	Some errors (6 – 10)	Many errors (over 10)
Capitalization and punctuation	Error free	Very few error (1 – 5)	Some errors (6 – 10)	Many errors (over 10)

## 2. Inferential analysis

The inferential analysis focused on the answering the question, if there was significant difference in writing ability between students who were taught using picture series and those who were taught using textbooks.

### a. Test of normality

The normality test was used to see whether or not the distribution of responses to the instrument is normal. The formula used to test the normality of the data was Kolmogorov-Smirnov test. Theoretically, if the value of p is greater than 0.05, the data is normal. If it is below 0.05, the data significantly deviate from a normal distribution.

### b. Test of homogeneity

A homogeneity test is used to analyze whether the sample variance is homogeneous or not. In this research, the Levene's test is used. It is a formal statistical test for the assumption of homogeneity of variances.

**c. Test of hypothesis**

This test was used to see the significant differences in English writing skill between the eighth grade students of Junior High School who used picture series and those who used text book. In this study the researcher used SPSS version 21 computer program.

In this case, Analysis of Covariance (ANCOVA) was used. Fraenkel and Wallen (2006) state that it is used when there are groups who are given a pre-test related in some way to dependent variable and their mean scores on this pre-test are found to differ. Moreover, ANCOVA enables the researcher to adjust the post-test mean scores on the dependent variable for each group to compensate for the initial differences the groups on the pre-test.

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

#### A. Findings

##### 1. Test of Analysis Requirements

###### a. Test of Normality

A normality test was used to test whether the distribution of research data consistent with the normal distribution. The formula used to test the normality of the data was the Kolmogorov-Smirnov formula. The data tested were the pre-test and the post-test data in the experimental class and the control class. If the resulting index  $(P) > 0.05$  ( $\alpha$ : 5%), the data in this study were normally distributed (Carver 2012: 140). The data were analyzed by using SPSS version 21. The results can be seen in Table 8.

Table 8: **Test of Normality**

Null Hypothesis		Test	Sig.	Decision
1.	The distribution of Unstandardized Residual is normal with mean 0.000 and standard deviation 0.70.	One-sample Kolomogorov-Smirnov Test	0.360	Retain the null hypothesis.
2.	The distribution of pre-test is normal with mean 19.109 and standard deviation 1.76.	One-sample Kolomogorov-Smirnov Test	0.58	Retain the null hypothesis.
3.	The distribution of post-test is normal with mean 20.359 and standard deviation 1.55.	One-sample Kolomogorov-Smirnov Test	0.24	Reject the null hypothesis.

The table shows that the value of .Sig of unstandardized residual was 0.360, while  $0.360 > 0.05$  ( $\alpha$ : 5%), it could be stated that the data used in this study were normally distributed.

#### **b. Test of Variance Homogeneity**

Besides testing the normal distribution of data, it was also necessary to test whether variance of data drawn from the same population had uniform variance or not. The results of the homogeneity test can be seen in Table 9.

Table 9: **Test of Variance Homogeneity**

Post-test

<b>Levene Statistic</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>
2.103	6	57	0.067

The table shows that the F-value obtained from variance homogeneity of the post-test was 2.103. It was smaller than F-table ( $F_t$ )(0.05;6;57)= 2.26. It could be said that the variance of the pre-test and the post-test data was homogeneous.

#### **c. Test of Reliability of the Instrument**

Reliability is a measurement which shows that the instrument used in a research have validities as instruments, some of them are measured through the consistency of the result of measurement between the period of time if the measured object's phenomenon does not change (Harrison in Zulganef, 2006). It meant that if the instrument had a consistent result in the second chances or

more, the instrument was reliable. The instrument reliability was estimated by using Cronbach Alpha reliability test. Based on the results, the value of  $\alpha$  was 0.939. The table shows that the instruments used in this study have a high level of reliability. The calculations were done using a computer program SPSS version 21. The result of the reliability test can be seen in Table 10.

Table 10: **The Reliability Score**

<b>Cronbach's Alpha</b>	<b>N of items</b>
0.939	2

## **2. Description of Research Data**

There were two classes which were used as the subjects of the study. The first class was VIII B as the experimental group and the second one was VIII A as the control group. They were chosen by clustering. The experimental group was given picture series as the media in teaching writing and the control group was given text book as conventional technique the teacher often used, the writing based text book. Before and after giving the treatments to both groups, the researcher conducted tests to get the scores of students' writing ability. Both control and experimental groups were given two types of test. They were the pre-test, the test before giving the treatments, and the post-test, the test after conducting the treatments. After obtaining the pre-test and post-test scores from experimental and control groups, the researcher made the categorization of students' writing scores.

In making the categorization of students' writing ability scores, ideal mean

(Mi) and ideal standard deviation (Sdi) had to be found first. Mean was the average score of the students' scores and it could be found by adding all the students' scores and divided them by all the number of the students. Meanwhile, standard deviation was a measurement of how the scores spread out. In this categorization section, the researcher divided it into four main parts. They were the categorization of experimental group's pre-test, the categorization of experimental group's post-test, the categorization of control group's pre-test and the categorization of control group's post-test. The result of descriptive statistic can be seen in Table 10.

Table 10: **Descriptive Statistic**

	N	Minimum	Maximum	Mean	Std.Deviation
Pretest experimental	32	17.00	23.00	19.6563	1.97744
Pretest control	32	16.00	20.00	18.5626	1.34254
Posttest experimental	32	18.00	23.00	21.0625	1.60518
Posttest control	32	18.00	22.00	19.6563	1.12478
Valid N (list wise)	32				



## The Categorizing Formula

Table 11: The categorizing formula and score categorization

Maximum score	$= 4 \times 6 = 24$
Minimum score	$= 4 \times 1 = 4$
Mi	$= 60/100 \times 24 = 14.4$
Sdi	$= 25/100 \times 14.4 = 3.6$
Good	$: X \geq Mi + Sdi$
Average	$: Mi - Sdi \leq X < Mi + Sdi$
Low	$: X < Mi - Sdi$
<b>Category</b>	<b>Score</b>
<b>Good</b>	$: X \geq 18$
<b>Average</b>	$: 10.8 \leq X < 18$
<b>Low</b>	$: X < 10.8$

From the table above, it could be concluded that ideal mean (Mi) was 14.4 and ideal standard deviation (Sdi) was 3.6. The categorization writing score based on Anderson (2003:92). The student's writing ability score (X) was categorized as "GOOD" if it was more than and equals to 18. When the score was between 18 until and equaled to 10.8, the student's writing ability was "AVERAGE", and if the score was under 18, then the student's writing ability was "LOW".

### a. The Categorization of Experimental Group's Pre-Test Scores

A pre-test on the experimental group was aimed to find out the students' writing ability scores before the researcher gave the treatment. The result showed that the students have different scores in writing based on the scores that had been collected. Considering the categorization of the data, it was clearly seen that in the students' writing ability in the pre-test scores from the experimental group, the scores are dominantly on the "good" level.

**Table 12: The Experimental Group's Pre-Test Categorization Result**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid average	5	15.6	15.6	15.6
good	27	84.4	84.4	100.0
Total	32	100.0	100.0	

**b. The Categorization of Experimental Group's Post-test Scores**

The post test was conducted in the experimental group in order to find out the students' writing ability scores after the treatment. Generally the scores of the experimental group post-test are better than the pre-test scores. Considering the students' post-test scores, it could be concluded that there was an improvement of students' writing ability scores.

After implementing the score categorization to the data of students' writing ability scores from experimental group, the result showed that the frequency of total students who get "good" category was 32. In terms of percentage, "good" category reached 100%.

**Table 13: The Experimental Group's Post-Test Categorization Result**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid good	32	100.0	100.0	100.0

**c. The Categorization of Control Group's Pre-Test Scores**

The same as the pre-test of the experimental group, this test was also conducted to find out the students' writing ability scores of the control group. It showed that the frequency of "good" category is 5 and "average" category

was 27. Meanwhile, in terms of percentage, it could be seen that “good” category reached 34.4%, and “average” category was 15.6%.

**Table 14: The Control Group’s Pre-Test Categorization Result**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid average	5	15.6	15.6	15.6
good	27	84.4	84.4	100.0
Total	32	100.0	100.0	

#### **d. The Categorization of Control Group’s Post-test Scores**

After conducting teaching and learning process in control group, the researcher conducted the post-test in order to find out the students’ writing ability scores. The result of the post test scores, then, was used to compare with the data of experimental post test score to measure the effectiveness of the method that the researcher used in this study. The data of the control group showed that the frequency of “good” category was 32. As the percentage, the “good” category was 100%.

**Table 15: The Control Group’s Post-Test Categorization Result**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid good	32	100.0	100.0	100.0

### **3. Hypothesis Testing**

The alternative hypothesis ( $H_a$ ) proposed in this research was “there is a significant difference in the writing ability between the eighth grade students of Junior High School who are taught using picture series and those who are using textbooks”.

For the purposes of testing, an alternative hypothesis was converted into null hypothesis (Ho) so that it was “there is no significant difference in the writing ability between the eighth grade students of Junior High School who are taught using picture series and those who are taught using textbooks”. If the Significance (2-tailed) calculated was smaller than 0.05, then Ho was rejected and Ha was accepted.

**Table 16: The Univariate Analysis of Variance**

Dependent Variable: posttest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	136.	8	17.060	65.840	0.000
Intercept		1	23.140	89.302	0.000
Pretest		1	16.680	64.371	0.000
Class		7	2.348	9.061	0.000
Error		55	0.259		
Tota;		64			
Corrected Total		63			

R squared= 0.905 (adjusted R Squared = 0.892)

The table above showed that the covariate variable (pre-test) had a significant score (F-value = 64.371 > F-table = 3.99 or sig= 0.000 < 0.05). It meant that the pre-test score affected the post-test score. Then, the class factor showed that Fo was 9.061 with Sig. (2-tailed) of 0.000 smaller than 0.05. It could be concluded that the pre-test score as a covariate affected both the post-test experimental and the post-test control score, with different score between the experimental class and the control class.

Ho was rejected and Ha was accepted. Ho which said, “there is no significant difference in the writing ability between the eighth grade students of Junior High School who are taught using picture series and those who are

taught using textbooks” was rejected. Thus,  $H_a$  which said, “there is a significant difference in the writing ability between the eighth grade students of Junior High School who are taught using picture series and those who are taught using textbooks” was accepted.

## **B. Discussion**

Having finished conducting the study in SMPN 3 Sleman, the researcher, then, analyzed the obtained data by using SPSS 21. After that, it was found that there were several evidences which prove theories that support the hypothesis that the researcher formulated. The evidences were in the form of numeric data based on the analyzing process. Data were collected before (pre-test) and after (post-test) conducting experiment in SMPN 3 Sleman, using picture series to teach writing English in the experimental class and using text book in the control class. According to Raimes in Akbari (2008) pictures can help the teachers and students in teaching and learning vocabulary and other components of language.

The researcher conducted analysis test that consist of normality test, homogeneity test, validity test, and reliability test. The normality test was used to test whether the distribution of research data consistent with the normal distribution. Besides testing the normal distribution of data, it was also necessary to test whether variance of data are homogeneous or not. Hughes (2003) states that the term ‘validity’ in testing and assessment has been understood to mean discovering whether a test measures accurately what it is intended to measure. The validity test was used to test whether the instrument is appropriate or not to measure the research

variables. Brown (2004: 20) says that a test can be said as a reliable test if it is consistent and dependable.

The normality test result showed the whole calculation has index  $> 0.05$  ( $\alpha$ : 5%), it can be stated that the data used in this study were normally distributed. The test of homogeneity of variance 2.103 was smaller than F-table ( $F_t$ ) 2.26, it could be said that the distribution of the data was homogeneous. The validity of the instrument was good because it was suitable with the content validity. The reliability analysis showed that the instruments used in this study have very high level of reliability (0.939).

Research finding showed that there was a significant difference in the writing ability between grade VIII students of Junior High School who were taught by picture series and those who were taught using textbooks.  $H_0$  was rejected and  $H_a$  accepted. It could also be seen from F-value ( $F_0$ ) 64.371 were definitely higher than F-table (3.99). This fact simply rejected the null hypothesis ( $H_0$ ) which said “there is no significant difference in the writing ability between the eighth grade students of Junior High School who are taught using picture series and those who are taught using textbooks” and accepted the alternative hypothesis ( $H_a$ ) which said “there is a significant difference in the writing ability between the eighth grade students of Junior High School who are taught using picture series and those who are taught using textbooks”.



## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS**

#### **A. Conclusions**

The conclusion of this research study was supported by three findings. They answer the problem formulation in Chapter I.

The pre-test result of the experimental class revealed that the mean score was 19.66. Meanwhile, the post-test result showed that the mean score was 21.06. It improved 1.44 points. The “good” category increases from 34.4% to 100%. It increases 15.6%. It could be concluded that the students’ writing ability of the experimental group was significantly improved.

The pre-test result of the control class illustrated that the mean was 18.56. Meanwhile, the mean score for the post-test was 19.67. It improved 1.11 point. The “good” category increases from 34.4% to 100%. It decreased 15.6%. It could be concluded that the students’ writing ability of the control group was improved.

The post-test result showed that the mean score of the experimental class was higher than the control class. The mean score of experimental group in the post-test was 21.06 while the control group was 19.66. Although the “good” category students of the experimental group in the post-test were 100% was the same with the control group 100%, however the frequency of the highest score was bigger in the experimental class than in the control class. In the post test of a experimental class, the



maximum score that the students could get was 23 with 25 % of 32 students. And the minimum score was 18 with 6.3% of 32 students. In the post test of control class, the maximum score that the students could get was lower, it was 22 with 6.3% of 32 students. The minimum score was 18 with 15.6%. It meant that in teaching writing, students' who were taught using picture series have higher scores than those who were taught using textbooks.

Based on the findings of the analysis it could be concluded there was a significant difference in the writing ability between the eighth grade students of SMPN 3 Sleman who were taught using picture series and those who were not taught using picture series. The analysis showed that  $H_0$  was rejected and  $H_a$  was accepted. Therefore, the hypothesis which was, "there is a significant difference in the writing ability between the eighth grade students of Junior High School who are taught using picture series and those who are taught using textbooks" was accepted.

## **B. Implications**

There are two implications; those are seen theoretically and practically. For the theoretical implication, the researcher expects that the result of this study can strengthen the theories on education, especially on the use of picture series in the teaching and learning process of writing.

For the practical implication, the result of the study can be used by English teachers as a consideration in choosing an appropriate material for the English teaching writing.

### **C. Suggestions**

Based on the research that has been conducted with a variety of results that have been obtained, the researcher may give suggestions as follow:

1. For teachers: The use of teaching media should be more emphasis on the visual aspects such as the use of picture series, so as to improve students' writing ability.
2. For the School: The SMPN 3 Sleman is expected to provide infrastructure and equipment especially visual media learning, such as picture series.
3. For other researchers in order to develop the research further need to add other variables that influence writing ability.

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# **APPENDICES**

## Appendix A: Syllabus

# THE EFFECTIVENESS OF TEACHING WRITING THROUGH PICTURE SERIES TO THE EIGHTH GRADE

STUDENTS OF SMP N 3 SLEMAN IN THE ACADEMIC YEAR 2013/2014

## COURSE GRID (EXPERIMENTAL CLASS)

School : SMP Negeri 3 Sleman

Grade : VIII (Eight)


Subject : English

Semester : 2 (two)

Skill : Writing


Standard of Competence : 12. To express meaning in short functional written text and simple essay in the form of recounts and narratives to interact in daily life and in academic context.


Meeting	Basic Competency	Materials	Activities	Indicators	Assessment			Time	Sources
					technique	instruments	sample		
Meeting 1	12.2 To express meaning in a simple short essay accurately, fluently, and appropriately in the form of recount and narrative to interact in daily life and in academic	1. Lead in activity 1  2. Tense used in narrative text; <b>Simple past tense</b> • Vocabulary • Adjectives; beautiful,	1. Students in groups arrange the story into good order.  2. Students recognize verbs, adjectives, and prepositions commonly	1. Students are able to arrange a good story.  2. Students are able to fill in the blanks using appropriate words in the box given.	Written test  Written test	A work sheet  completion	<i>ex:</i> <i>What was Jack?</i>	3 x 40 mins.	Intermediate Communication Games, Longman, 1996  Scaffolding, English for Junior High School Students, Grade VIII, p.126  Picture series

	context.	<p>nice, tall, good, thin, fat, etc.</p> <ul style="list-style-type: none"> <li>• Colors;</li> <li>• Red, green, yellow, blue, brown, etc.</li> <li>• Prepositions: on, beside, above, below, under, next, across, etc.</li> <li>• Punctuation, Spelling</li> </ul>	<p>used in narrative texts.</p> <p>3.Students answer the questions based on the narrative text given.</p> <p>4.Students determine statements are true/ false based on the text and make some corrections to the false statements.</p> <p>5. Students make paragraphs based on pictures.</p>	<p>3. Students are able to answer the questions based on the text correctly.</p> <p>4.Students are able to determine the statements are true/ false based on the textand make some corrections to the false statements.</p> <p>5. Students are able to make paragraphs.</p>	<p>Written test</p> <p>Written test</p> <p>Written test</p>	<p>questions</p> <p>statements T/F</p> <p>Pictures with blank stories</p>	<p><b>ex:</b> <i>Jack was a drunk and cheat (T/F)</i></p> <p>Correction:.....</p> <p><b>ex:</b> He <u>grabs</u> a knife</p> 	<p>Scaffolding, English for Junior High School Students, Grade VIII, p.126 -127</p> <p>Picture series</p> <p>Scaffolding, English for Junior High School Students, Grade VIII, p.151-152</p> <p>Picture series</p> <p>Picture series</p>
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		<p>brown, etc.</p> <ul style="list-style-type: none"><li>• Preposition s: on, beside, above, below, under, next, across, etc.</li><li>• Punctuation , Spelling</li></ul>	<p>4.In pairs, students arrange the jumbled sentences into a good paragraph.</p> <p>5.Students correct the verbs, punctuation, and capitalization used in narrative text.</p> <p>6.Individually, students produce a narrative text</p>	<p>4.Students are able to arrange the jumbled sentences into a good narrative paragraph.</p> <p>5.Students are able to correct the verbs, punctuation, and capitalization used in narrative text correctly.</p> <p>6.Students are able to produce a narrative text based on their own idea and words.</p>	<p>Written test</p> <p>Written test</p> <p>Written test</p>	<p>jumbled sentences</p> <p>narrative texts</p> <p>Make a narrative text with a theme: Indonesian celebration</p>	<p>you for a good purpose</p> <p><b>ex:</b></p> <ul style="list-style-type: none"><li>• Once upon a time, there was a girl called Little Red Riding Hood.</li><li>• A wolf wanted to eat her but afraid to do so in public.</li></ul> <p><b>Ex:</b></p> <p><u>once upon a time</u>,there was a man who was living in north Sumatra.</p>	<p>Picture series</p> <p>Scaffolding, English for Junior High School Students, Grade VIII, p.131-132</p> <p>Picture series</p> <p>Scaffolding, English for Junior High School Students, Grade VIII, p.157</p> <p>Picture series</p>	
Meeting 3	12.2 To express meaning in a simple short essay accurately, fluently,	<p>1.Lead in activity 3</p> <p>2. Tense used in narrative text;</p>	<p>1. Students match the story based on the pictures.</p>	<p>1.Students are able to listen and understand the description of persons</p>	<p>Written test</p>	<p>A work sheet</p>		<p>3 x 40 mins</p>	<p>Elementary communication Games, Longman, p.83-84</p>

	and appropriately in the form of recount and narrative to interact in daily life and in academic context.	<p><b>Simple past tense</b></p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• Adjectives; beautiful, nice, tall, good, thin, fat, etc.</li> <li>• Colors; Red, green, yellow, blue, brown, etc.</li> <li>• Preposition s: on, beside, above, below, under, next, across, etc.</li> </ul> <p>4. Punctuation, Spelling</p>	<p>2. Students answer questions based on the text given.</p> <p>3. Tense used in narrative text; <b>Simple Past Tense</b></p> <p>4. Students determine the statements are true/ false based on the narrative text given.</p>	<p>2. Students are able to complete the missing parts using the available words correctly</p> <p>3. Students arrange the jumbled words into good sentences.</p> <p>4. Students are able to determine the statements are true/ false based on the text and make some corrections to the false statements.</p> <p>5. Students are</p>	<p>Written test</p> <p>Written test</p> <p>Written test</p> <p>Written</p>	<p>A narrative text and questions</p> <p>Jumbled words with pictures</p> <p>Statements T/F</p> <p>A narrative</p>	<p><b>Ex:</b> Who was RadenSidoPe kso?</p>  <p><b>Ex:</b> The shepherd was afraid of the lion (T/F)</p> <p><b>Ex:</b> One day a cat</p>	<p>Scaffolding, English for Junior High School Students, Grade VIII, p.154-155</p> <p>Picture series</p> <p><i>Elementary Communication Games</i>. Jill Hadfield, 1985. Hong Kong: Thomas Nelson and Sons, Ltd</p> <p>Pictures</p> <p>Scaffolding, English for Junior High School Students, Grade VIII, p.169-170</p> <p><a href="http://catatan">http://catatan</a></p>
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			5.Students correct the words punctuation and capitalization individually.	able to revise and replace wrong punctuation and capitalization in narrative sentences.	test	text	and a fox were having <u>a conversation</u> <u>the fox</u> who was a conceited creature, boasted how clever she was.	<a href="http://kuflo.blogspot.com/2013/05/contoh-narative-text-beserta-gambar.html">kuflo.blogspot.com/2013/05/contoh-narative-text-beserta-gambar.html</a>  Pictures
			6.Students arrange jumbled paragraphs into a good narrative text.	6.Students are able to arrange jumbled paragraphs into a good narrative text.	Written test	Jumbled paragraph		Scaffolding, English for Junior High School Students, Grade VIII, p.149  Pictures

Sleman, March 2, 2014

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# THE EFFECTIVENESS OF TEACHING WRITING THROUGH PICTURE SERIES TO THE EIGHTH GRADE

STUDENTS OF SMP N 3 SLEMAN IN THE ACADEMIC YEAR 2013/2014

## COURSE GRID (CONTROL CLASS)

School : SMP Negeri 3 Sleman

Grade : VIII (Eight)

Subject : English

Semester : 2 (two)

Skill : Writing

Standard of Competence : 12. To express meaning in short functional written text and simple essay in the form of narratives to interact in daily life and in academic context.

Meeting	Basic Competency	Materials	Activities	Indicators	Assessment			Time	Sources
					technique	instruments	sample		
Meeting 1	12.2 To express meaning in a simple short essay accurately, fluently, and appropriately in the form of recount and narrative interact in daily life and in academic	1.Tense used in narrative text; <b>Simple past tense</b> • Vocabulary • Adjectives; beautiful, nice, tall, good, thin, fat, etc. • Colors; • Red, green, yellow, blue, brown, etc.	1.Students recognize verbs, adjectives, and prepositions commonly used in narrative texts.  2.Students answer the questions	1.Students are able to fill in the blanks using appropriate words in the box given.  2. Students are able to answer the questions	Written test	completion	<i>ex:</i> <i>What was Jack?</i>	3 x 40 mins.	Scaffolding, English for Junior High School Students, Grade VIII, p.126  Scaffolding, English for Junior High School Students,
					Written test	questions	<i>ex:</i> <i>Jack was a drunk and cheat (T/F)</i>		

	context.	<ul style="list-style-type: none"> <li>• Prepositions: on, beside, above, below, under, next, across, etc.</li> <li>• Punctuation, Spelling</li> </ul>	<p>based on the narrative text given.</p> <p>3.Students determine statements are true/ false based on the text and make some corrections to the false statements.</p> <p>4. Students make a short paragraphs based on the text.</p> <p>5. Students correct the verbs used in narrative text : <b>Simple past tense</b></p>	<p>based on the text correctly.</p> <p>3.Students are able to determine the statements are true/ false based on the text and make some corrections to the false statements.</p> <p>4. Students are able to make a short paragraphs based on the text.</p> <p>5.Students are able to correct the verbs used in narrative text : <b>Simple past tense</b></p>	<p>Written test</p> <p>Written test</p> <p>Written test</p>	<p>statements T/F</p> <p>A narrative text</p> <p>correction</p>	<p>Correction:.....</p> <p><b>ex:</b> He <u>grabs</u> a knife</p> <p><b>ex:</b> A big golden cucumber <u>grows</u> from plants.</p>	<p>Grade VIII, p.126 -127</p> <p>Picture series</p> <p>Scaffolding, English for Junior High School Students, Grade VIII, p.151-152</p> <p>Picture series</p>
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			narrative text.  5.Individually, students produce a narrative text	text correctly.  5.Students are able to produce a narrative text based on their own idea and words.	Written test	Make a narrative text with a theme: Indonesian celebration			
Meeting 3	12.2 To express meaning in a simple short essay accurately, fluently, and appropriately in the form of recount and narrative to interact in daily life and in academic	1. Tense used in narrative text; <b>Simple past tense</b> Vocabulary • Adjectives; beautiful, nice, tall, good, thin, fat, etc. • Colors; Red, green, yellow, blue, brown, etc. • Preposition s: on,	1.Students answer questions based on the text given.  2.Tense used in narrative text; <b>Simple Past Tense</b>	1.Students are able to complete the missing parts using the available words correctly.  2.Students arrange the jumbled words into good sentences.	Written test  Written test	A narrative text and questions  Jumbled words with pictures	Ex: Who was RadenSidoPe kso?  <div> <div>A</div> <div>"They say you are shy and they say you are cross," said the crowd, having carefully measured the distance from his back with the slowness of one foot. "But you must be encouraged as well. Walkers wear garb and colored jackets and legging next, and they are a taller. Ahhah! I wear black and I am happy."</div> </div>	3 x 40 mins	Scaffolding, English for Junior High School Students, Grade VIII, p.154-155  <i>Elementary Communication Games.</i> Jill Hadfield, 1985.Hong Kong: Thomas Nelson and Sons, Ltd

	context.	beside, above, below, under, next, across, etc. • Punctuation , Spelling	3.Students determine the statements are true/ false based on the narrative text given.	3. Students are able to determine the statements are true/ false based on the text and make some corrections to the false statements.	Written test	Statements T/F	<b>Ex:</b> The shepherd was afraid of the lion (T/F)		Scaffolding, English for Junior High School Students, Grade VIII, p.169-170
			4.Students correct the words punctuation and capitalization individually.	4.Students are able to revise and replace wrong punctuation and capitalization in narrative sentences.	Written test	A narrative text	<b>Ex:</b> One day a cat and a fox were having <u>a conversation</u> <u>the fox</u> who was a conceited creature, boasted how clever she was.	<a href="http://catatan.kuflo.blogspot.com/2013/05/contoh-narative-text-beserta-gambar.html">http://catatan.kuflo.blogspot.com/2013/05/contoh-narative-text-beserta-gambar.html</a>	
			5.Students arrange jumbled paragraphs into a good	5.Students are able to arrange jumbled paragraphs into a good narrative text.	Written test	Jumbled paragraph			Scaffolding, English for Junior High School Students, Grade VIII, p.149

			narrative text.						
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## **Appendix A: Lesson Plan**

# **EXPERIMENTAL CLASS**

## **LESSON PLAN 1 (Experimental Class)**

**School** : SMP Negeri 3 Sleman

**Subject** : English

**Grade/Semester** : VIII (Eight) / II

**Skill** : Writing

**Time Allocation** : 3 x 40 minutes

### **A. Standard of Competence**

12. To express meaning in short functional written text and simple essay in the form of recount, narrative, procedure, descriptive, report, and exposition to interact in daily life and in academic context

### **B. Basic Competency**

12.2 To express meaning in a simple short essay accurately, fluently, and appropriately in the form of recount, narrative, procedure, descriptive, report, and exposition to interact in daily life and in academic context

### **C. Indicators**

- 1) Students identify the social function of narrative text.
- 2) Students identify and apply the tenses used in narrative text by correcting and writing sentences.
- 3) Students answer questions based on narrative texts
- 4) Students recognize verbs, adjectives, and prepositions commonly used in narrative texts.
- 5) Students identify the order of narrative text and then construct the text.

### **D. Teaching Objectives**

By the end of this lesson, students are expected to be able to;

- 1) express the social function of narrative text correctly,
- 2) apply the tense used in narrative text in writing correctly,
- 3) find information from narrative texts,

- 4) apply common words and terms related to narrative text correctly, and
- 5) construct or write a narrative text.

#### **E. Technique**

- 1) three-phase technique
- 2) modeling
- 3) discussion
- 4) question and answer

#### **F. Materials**

1. Read the following text and fill in the blanks with the words in the available box.



[http://www.123rf.com/photo\\_9529229\\_a-jack-o-lantern-sits-on-a-porch-hand-rail.html](http://www.123rf.com/photo_9529229_a-jack-o-lantern-sits-on-a-porch-hand-rail.html)

#### **Jack-O'-Lantern**

Once upon a time, there was a man named Jack. He was a 1) *drunkard* and trickster. One day, he tricked Satan up a 2) .... He carved an image of a 3) ... in the tree's trunk to 4) ... the devil. Jack made a deal with the devil. If the devil would never 5) ... him again, he would 6) ... to let him down the tree.

After Jack died, he was forbidden to 7) ... Heaven because of his wickedness. He was also forbidden to enter Hell because he had tricked the 8) .... Instead, the devil gave him a single hot 9) ... to light his way through the darkness. The coal was placed inside a hollowed-out turnip to keep it glowing longer.

Originally, the Irish used turnips as their "Jack's lanterns". However, when the immigrants came to America, they found 10) ... were more plentiful than turnips. Therefore, the Jack-O'-Lantern in America was a hollowed-out pumpkin, lighted with a hot coal.

Jack-O'-Lantern has become one of the 11) ... of Halloween. Halloween is celebrated on 31<sup>st</sup> October. It is now celebrated most commonly in United States, Canada, Ireland, the United Kingdom, Australia and New Zealand. It has also been celebrated in some parts of Western Europe.

*(Adapted from: <http://www.wikipedia.org>)*

trickster    carve    cross    trap    devil

tempt    forbidden    coal    turnip

immigrant pumpkin

Taken from Scaffolding, English for Junior High School Students, Grade VIII, p.125-126

**2. Work in pairs. Discuss and answer the following questions based on the text above in task 1.**

**Questions**

1. What was Jack?
2. How did Jack trick the devil?
3. Why was Jack forbidden to enter Hell?
4. What did the devil give Jack to light his way through the darkness?
5. Why did the Irish use pumpkins as their Jack O' Lantern?
6. In what countries is the Halloween celebrated?



[http://www.123rf.com/photo\\_9529229\\_a-jack-o-lantern-sits-on-a-porch-hand-rail.html](http://www.123rf.com/photo_9529229_a-jack-o-lantern-sits-on-a-porch-hand-rail.html)



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Taken from Scaffolding, English for Junior High School Students, Grade VIII, p.126

**3. Reread the text. Write T if the statement is true and F if the statement is false.**

No	Statements	T/F	Corrections
1	The Jack-O'-Lantern comes from an Indian folklore.	F	It comes from Irish folklore.
2	Jack was a drunk and cheat.		
3	Jack carved a cross on the devil's body.		
4	After Jack died, he was allowed to enter Heaven.		
5	People in America found pumpkins more plentiful than turnips.		
6	Jack-O'-Lantern is the only symbol of Halloween.		

Taken from Scaffolding, English for Junior High School Students, Grade VIII, p.126-127

**4. You have some pictures below. In pairs, make a paragraph in each picture into a good story. Don't forget to give the title.**



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**5. Pay attention to these sentences below. Correct the underlined words into their past forms.**

- 1) A big golden cucumber grows from plants.
- 2) Timun Mas is very happy.
- 3) The giant has to swim to cross the lake.
- 4) Timun Mas throw some chili.
- 5) The giant come to the house.
- 6) Timun Mas take her third magic stuff.

**G. Teaching Activities**

No.	Teaching Activities	Time	Characters Applied
1.	<p><b>Pre-teaching</b></p> <p><b>Orientation</b></p> <ul style="list-style-type: none"> <li>➤ The teacher greets the students</li> <li>➤ The teacher asks the students, whether anybody is absent or not</li> <li>➤ The teacher asks what day it is and what date it is.</li> </ul> <p><b>Apperception</b></p> <ul style="list-style-type: none"> <li>➤ The teacher gives the students some warming up questions as lead in.</li> </ul>	10 minutes	religious, respectful, diligent, polite, independent, creative, hard- worker, cooperative, confident, responsible, honest
2.	<p><b>While teaching</b></p> <p><b>Exploration</b></p> <ul style="list-style-type: none"> <li>➤ Teacher and students starts to discuss the first example of narrative text.</li> <li>➤ Students' vocabulary is built up.</li> <li>➤ Students' ability in punctuation, vocabulary, prepositions, and is drilled.</li> </ul>	90 minutes	religious, respectful, diligent, polite, independent, creative, hard- worker, cooperative,

	<p><b>Elaboration.</b></p> <ul style="list-style-type: none"> <li>➤ Students' vocabulary is built up.</li> <li>➤ Students are facilitated to recognize the social functions, the tenses, and the words commonly used in narrative text.</li> <li>➤ Students are facilitated to discuss the social functions, the tenses, and the words commonly used in narrative text.</li> <li>➤ Students are facilitated to have exercise to write narrative text with teacher's guidance.</li> <li>➤ Students are assessed to write narrative text by considering the social functions, the tenses, and the words commonly used that have been discussed.</li> <li>➤ Students' behavior and attitude related to the character building is observed.</li> </ul> <p><b>Confirmation</b></p> <ul style="list-style-type: none"> <li>➤ Students and teacher discuss the students' assessment as well as the students.</li> <li>➤ Students who get low score are motivated by teacher.</li> <li>➤ Students who have already understood are given compliment.</li> </ul>		<p>confident, responsible, honest</p>
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3.	<b>Post-teaching</b> <ul style="list-style-type: none"> <li>➤ Students are asked about what they have learnt today.</li> <li>➤ The teacher makes sure that every student understands the materials.</li> <li>➤ The teacher closes the lesson by greeting the students.</li> </ul>	20 minutes	religious, respectful, diligent, polite, independent, creative, hard-worker, cooperative, confident, responsible, honest
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#### H. Source

<http://ergakandlyp.blogspot.com/2011/02/story-telling-timun-emas.html>

[http://www.123rf.com/photo\\_9529229\\_a-jack-o-lantern-sits-on-a-porch-hand-rail.html](http://www.123rf.com/photo_9529229_a-jack-o-lantern-sits-on-a-porch-hand-rail.html)

Scaffolding, English for Junior High School Students, Grade VIII

#### I. Assessment

Each student is asked to produce or to write a narrative text. The assessment involves the indicators that have been learned by the students before. The indicators are:

- 1) Students identify the social function of narrative text.
- 2) Students identify and apply the tenses used in narrative text by correcting and writing sentences.
- 3) Students answer questions based on the narrative texts
- 4) Students recognize verbs, adjectives, and prepositions commonly used in narrative texts.
- 5) Students identify the order of narrative text and then construct the text.

#### J. Rubric of Scoring

**Writing scoring rubric based on Anderson (2003:92)**

Scores	4	3	2	1
Idea and	Extensive	Good	Adequate	Weak

development	development of topic, strong support of main ideas with details	development of topic	development of topic, listing of detail	development of topic
Organization	Completely organized, smooth flow with strong sequence	Fairly well organized, flow and sequence evident	Sparsely organized, lack of sequence	Not organized
Vocabulary	Vivid imaginative word choice, appropriate use of vocabulary	Good word choice, simple words	Fair word choice, simple words	Poor or inappropriate word choice
Sentence structure	Excellent: no errors and a variety length	Adequate: few errors and some variety of length	Fair: choppy with variety	Poor: many errors
Spelling	Error free	Very few error (1 – 5)	Some errors (6 – 10)	Many errors (over 10)
Capitalization and punctuation	Error free	Very few error (1 – 5)	Some errors (6 – 10)	Many errors (over 10)

Sleman, March 2, 2014

English Teacher,

Researcher,

Drs. Agustinus Sudarisman

Vania Teska Novita

NIP. 19630528 198903 1008

NIM. 08202241005

## LESSON PLAN 2

**School** : SMP Negeri 3 Sleman

**Subject** : English

**Grade/Semester** : VIII (Eight) / II

**Skill** : Writing

**Time Allocation** : 3 x 40 minutes

### A. Standard of Competence

12. To express meaning in short functional written text and simple essay in the form of recount, narrative, procedure, descriptive, report, and exposition to interact in daily life and in academic context

### B. Basic Competency

12.2 To express meaning in a simple short essay accurately, fluently, and appropriately in the form of recount, narrative, procedure, descriptive, report, and exposition to interact in daily life and in academic context

### C. Indicators

- 1) Students identify the social function of narrative text.
- 2) Students identify and apply the tenses used in narrative text by correcting and writing sentences.
- 3) Students answer questions based on narrative texts
- 4) Students recognize verbs, adjectives, and prepositions commonly used in narrative texts.
- 5) Students identify the order of narrative text and then construct the text.

### D. Teaching Objectives

By the end of this lesson, students are expected to be able to;

- 1) express the social function of narrative text correctly,
- 2) apply the tense used in narrative text in writing correctly,
- 3) find information from narrative texts,

- 4) apply common words and terms related to narrative text correctly, and
- 5) construct or write a narrative text.

**E. Technique**

- 1) three-phase technique
- 2) modeling
- 3) discussion
- 4) question and answer

**F. Materials**

1. Read this paragraph. Some parts are missing. Complete them with the words in the box.

Roro Anteng and Jaka Seger



Picture 7.8



Once upon a time, there was a king named King Brawijaya. He ruled Majapahit kingdom. He has a daughter named Roro Anteng. Roro Anteng fell in love with Jaka Seger. He was a man from the Brahmin Caste. King Brawijaya did not agree with their relationship.

Roro Anteng and Jaka Seger left Majapahit. They moved to a place near Mount Bromo. They ruled the 1) *region* together. The people were prosperous under their leadership. However, they were unhappy because they had no children. Desperate, they decided to climb to the top of Mount Bromo. They 2) ... for help to the god of Mount Bromo. He granted their wish. However, the youngest child must be sacrificed in the crater of the volcano.

After giving birth to 25 children, Roro Anteng and Jaka Seger have to 3) ... their last child, Kesuma. If they broke their promise, they would be threatened with catastrophe. After Kesuma was sacrificed, they heard Kesuma's voice. He told everyone not to forget to perform 4) ....

Until now, the Tenggerese still perform the annual Kasada festival to remember Kesuma's sacrifice. The word 'Tengger' is derived from the last syllables of Roro *Anteng* and Jaka Seger. They present 5) ... offerings of rice, fruits, vegetables, livestock, and other local products.

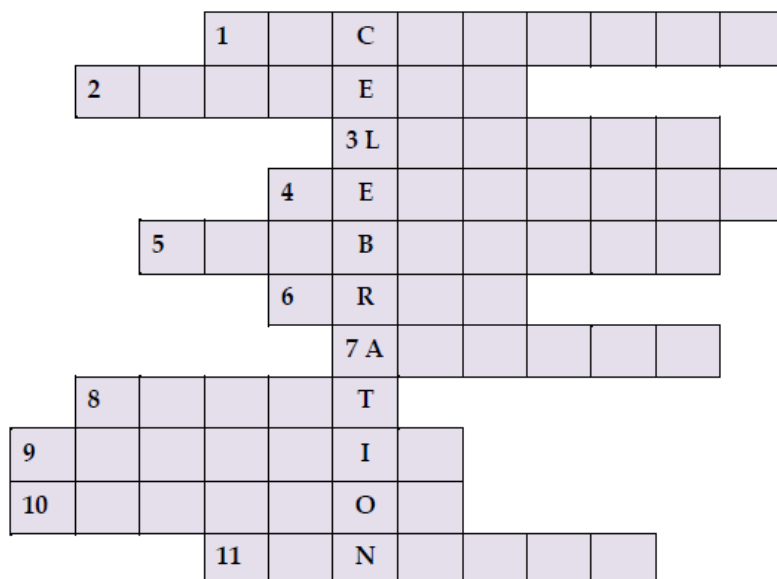
*(Adapted from [www.petra.ac.id](http://www.petra.ac.id))*

**region worship annual**

**sacrifice pray**

Taken from Scaffolding, English for Junior High School Students, Grade VIII, p.126

2. After completing the text, do this puzzle word.



Clues:

1. give up something that is valuable to you for a good purpose
2. portable lamp with a transparent case for a candle or flame
3. story from ancient times that may or may not be true
4. celebration
5. the synonym of "prohibited"
6. hope that something will happen
7. celebrated once in a year
8. agree to give somebody what they ask for
9. large round vegetable with thick orange skin
10. country ruled by a king or queen
11. a period of 100 years

**forbidden**

**annual**

**wish**

**kingdom**

**grant**

**turnip**

**century**

**sacrifice**

**festival**

**legend**

Taken from Scaffolding, English for Junior High School Students, Grade VIII, p.131-132

3. Arrange these jumbled sentences into a good story. There are some pictures that can help you to arrange the jumbled sentences.

### Little Red Riding Hood

- Once upon a time, there was a girl called Little Red Riding Hood.
- A wolf wanted to eat her but afraid to do so in public.
- The girl walked through the woods to deliver food to her grandmother.
- She naively told him where she was going.
- He ate the grandmother and waited for the girl.
- He disguised as the grandmother.
- However, a hunter came to rescue and cut the wolf open.
- In the meantime, he went to the grandmother's house and gained entry by pretending to be the girl.
- When the girl arrived, he ate the girl too.
- They filled the wolf's body with heavy stones, which killed him.
- He advised the girl to pick up some flowers.
- She really did it.
- Little Red Riding Hood and her grandmother emerged unharmed.
- The wolf approached the girl.



Taken from Scaffolding, English for Junior High School Students, Grade VIII, p.157  
<http://www.youredm.com/2014/02/27/teknique-killer-red-alternate-look-little-red-riding-hood/>

4. Read the texts carefully and correct inappropriate verbs, adjectives, prepositions, and punctuation.

Text 1

The story of Toba Lake

once upon a time, there was a man who was living in north Sumatra. He lived above a simple hut in a farming field. he did some gardening and fishing for his daily life.



One day, while the man was do fishing, he catches a big golden fish in his trap. It was the big catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess;he felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man make the deal and they got married, lived happily and had a daughter.



Few years later, this daughter would helped bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch.

Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broke his promise.

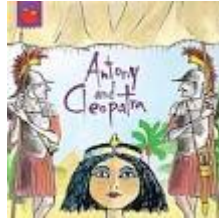


Then she tells her daughter to run up the hills because a huge disaster is about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain,The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

<http://catatankuflo.blogspot.com/2013/05/contoh-narative-text-beserta-gambar.html>

## Text 2

### Love Story of Antony and Cleopatra



Mark Antony becomes one of the three rulers of the roman empire; together with Octavius Caesar and Lepidus, and is responsible for the eastern part of the empire. He fell in love with cleopatra, the queen of egypt

As his wife had just died Antony married Octavius' sister, Octavia, in an attempt to heal the rift between the two emperors. When Cleopatra heard about Antony's marriage she flows into a jealous rage as she knew that Antony did not love Octavia. Antony went to Athens when war broke out between caesar and pompey. antony sent Octavia back to Rome and he returned to Egypt.



Caesar was very angry with Antony's behaviour and he declared war on both Antony and Cleopatra. When the Romans arrived, Antony was offered a choice of how to fight. He chose to fight on sea. The Egyptian navy was inadequate. When Cleopatra's navy turned and fled, Antony followed them. Caesar defeated him.

Antony gets news that Cleopatra was dead. Antony was devastated and decided to kill himself. He wounded himself without dying. His followers takes him to Cleopatra's tomb, where he die in her arms.

<http://catatankuflo.blogspot.com/2013/05/contoh-narative-text-beserta-gambar.html>

<https://www.hachettechildrens.co.uk/books/detail.page?isbn=9781408333846>

**5. Find and rewrite a short narrative text about any Indonesian celebration.**

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

## G. Teaching Activities

No.	Teaching Activities	Time	Characters Applied
1.	<p><b>Pre-teaching Orientation</b></p> <ul style="list-style-type: none"> <li>➤ The teacher greets the students</li> <li>➤ The teacher asks the students, whether anybody is absent or not</li> <li>➤ The teacher asks what day it is and what date it is.</li> </ul> <p><b>Apperception</b></p> <ul style="list-style-type: none"> <li>➤ The teacher gives the students some warming up questions as lead in.</li> </ul>	10 minutes	religious, respectful, diligent, polite, independent, creative, hard-worker, cooperative, confident, responsible, honest
2.	<p><b>While teaching Exploration</b></p>	90 minutes	religious, respectful,

	<ul style="list-style-type: none"> <li>➤ Teacher and students starts to discuss the first example of narrative text.</li> <li>➤ Students' vocabulary is built up.</li> <li>➤ Students' ability in punctuation, vocabulary, prepositions, and is drilled.</li> </ul> <p><b>Elaboration.</b></p> <ul style="list-style-type: none"> <li>➤ Students' vocabulary is built up.</li> <li>➤ Students are facilitated to recognize the social functions, the tenses, and the words commonly used in narrative text.</li> <li>➤ Students are facilitated to discuss the social functions, the tenses, and the words commonly used in narrative text.</li> <li>➤ Students are facilitated to have exercise to write narrative text with teacher's guidance.</li> <li>➤ Students are assessed to write narrative text by considering the social functions, the tenses, and the words commonly used that have been discussed.</li> <li>➤ Students' behavior and attitude related to the character building is observed.</li> </ul> <p><b>Confirmation</b></p> <ul style="list-style-type: none"> <li>➤ Students and teacher discuss the students' assessment as well as the students.</li> <li>➤ Students who get low score are motivated by teacher.</li> <li>➤ Students who have already understood are given compliment.</li> </ul>		<p>diligent, polite, independent, creative, hard-worker, cooperative, confident, responsible, honest</p>
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3.	<b>Post-teaching</b> <ul style="list-style-type: none"> <li>➤ Students are asked about what they have learnt today.</li> <li>➤ The teacher makes sure that every student understands the materials.</li> <li>➤ The teacher closes the lesson by greeting the students.</li> </ul>	20 minutes	religious, respectful, diligent, polite, independent, creative, hard-worker, cooperative, confident, responsible, honest
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#### H. Source

<http://www.youredm.com/2014/02/27/teknique-killer-red-alternate-look-little-red-riding-hood/>

<http://catatankuflo.blogspot.com/2013/05/contoh-narative-text-beserta-gambar.html>

<http://catatankuflo.blogspot.com/2013/05/contoh-narative-text-beserta-gambar.html>

<https://www.hachettechildrens.co.uk/books/detail.page?isbn=9781408333846>

Scaffolding, English for Junior High School Students, Grade VIII

#### I. Assessment

Each student is asked to produce or to write a narrative text. The assessment involves the indicators that have been learned by the students before. The indicators are:

- 1) Students identify the social function of narrative text.
- 2) Students identify and apply the tenses used in narrative text by correcting and writing sentences.
- 3) Students answer questions based on the narrative texts
- 4) Students recognize verbs, adjectives, and prepositions commonly used in narrative texts.
- 5) Students identify the order of narrative text and then construct the text.



## J. Rubric of Scoring

### Writing scoring rubric based on Anderson (2003:92)

Scores	4	3	2	1
Idea and development	Extensive development of topic, strong support of main ideas with details	Good development of topic	Adequate development of topic, listing of detail	Weak development of topic
Organization	Completely organized, smooth flow with strong sequence	Fairly well organized, flow and sequence evident	Sparsely organized, lack of sequence	Not organized
Vocabulary	Vivid imaginative word choice, appropriate use of vocabulary	Good word choice, simple words	Fair word choice, simple words	Poor or inappropriate word choice
Sentence structure	Excellent: no errors and a variety length	Adequate: few errors and some variety of length	Fair: choppy with variety	Poor: many errors
Spelling	Error free	Very few error (1 – 5)	Some errors (6 – 10)	Many errors (over 10)
Capitalization and punctuation	Error free	Very few error (1 – 5)	Some errors (6 – 10)	Many errors (over 10)

English Teacher,

Drs. Agustinus Sudarisman  
NIP. 19630528 198903 1008

Sleman, March 2, 2014  
Researcher,

Vania Teska Novita  
NIM. 08202241005

### LESSON PLAN 3

**School** : SMP Negeri 3 Sleman

**Subject** : English

**Grade/Semester** : VIII (Eight) / II

**Skill** : Writing

**Time Allocation** : 3 x 40 minutes

#### A. Standard of Competence

12. To express meaning in short functional written text and simple essay in the form of recount, narrative, procedure, descriptive, report, and exposition to interact in daily life and in academic context

#### B. Basic Competency

12.2 To express meaning in a simple short essay accurately, fluently, and appropriately in the form of recount, narrative, procedure, descriptive, report, and exposition to interact in daily life and in academic context

#### C. Indicators

- 1) Students identify the social function of narrative text.
- 2) Students identify and apply the tenses used in narrative text by correcting and writing sentences.
- 3) Students answer questions based on narrative texts
- 4) Students recognize verbs, adjectives, and prepositions commonly used in narrative texts.
- 5) Students identify the order of narrative text and then construct the text.

#### D. Teaching Objectives

By the end of this lesson, students are expected to be able to;

- 1) express the social function of narrative text correctly,
- 2) apply the tense used in narrative text in writing correctly,
- 3) find information from narrative texts,

- 4) apply common words and terms related to narrative text correctly, and
- 5) construct or write a narrative text.

**E. Technique**

- a. three-phase technique
- b. modeling
- c. discussion
- d. question and answer

**F. Materials**

1. Read the following text carefully. Answer the questions following the text.

**The Legend of Banyuwangi**

Once upon a time, there was a local ruler named King Sulahkromo. The king had a Prime Minister named Raden Sidopekso. The Prime Minister had a wife named Sri Tanjung. She was so beautiful that the king wanted her to be his wife.

One day, the King sent his Prime Minister to a long mission. While the Prime Minister was away, the King tried to get Sri Tanjung. However he failed. He was very angry. Thus, when Sidopekso went back, the King told him that his wife was unfaithful to him. The Prime Minister was very angry with his wife. Sri Tanjung said that it was not true. However, Sidopekso said that he would kill her. He brought her to the river bank. Before he kill her and threw her into the river, she said that her innocence would be proven.



Picture 8.5

After Sidopekso killed her, he threw her dead body into the dirty river. The river immediately became clean and began to spread a wonderful fragrance. Sidopekso said, "Banyu...Wangi... Banyuwangi". This means "fragrant water". Banyuwangi was born from the proof of noble and sacred love.

*(Adapted from: [www.eastjava.com](http://www.eastjava.com))*

Taken from Scaffolding, English for Junior High School Students, Grade VIII, p.154-155



1)

Who was Raden Sidopekso?

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2)

Who was Sri Tanjung?

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3)

Why did the King want Sri Tanjung to be his wife?

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4)

How did the King try to get Sri Tanjung?

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5)

Why was the Prime Minister very angry with his wife?

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6)

How did Raden Sidopekso kill his wife?

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7)

What was finally proved in the story?

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2. Arrange the following jumbled paragraphs into a good narrative text. Each text has a picture as its illustration. Give a title in each text.



A.

**A**

"They say you are sly and they say you are crazy," said the crow, having carefully removed the cheese from his beak with the claws of one foot, "but you must be nearsighted as well. Warblers wear gay hats and colored jackets and bright vest, and they are a dollar a hundred. I wear black and I am unique.

**B**

"Oh, every two points, I am sure," said the fox. "And thank you for the lion's share of what I know you could not spare." And with this he trotted away into the woods, his appetite appeased, leaving the hungry crow perched forlornly in the tree.

**C**

"Tarry awhile," said the crow quickly, "and share my lunch with me." Whereupon he tossed the cunning fox the lion's share of the cheese, and began to tell about himself. "A ship that sails without a crow's nest sails to doom," he said. "Bars may come and bars may go, but crow bars last forever. I am the pioneer of flight, I am the map maker. Last, but never least, my flight is known to scientists and engineers, geometricians, and scholar, as the shortest distance between two points. Any two points," he concluded arrogantly.

**D**

"I am sure you are," said the fox, who was neither crazy nor nearsighted, but sly. "I recognize you, now that I look more closely, as the most famed and talented of all birds, and I fain would hear you tell about yourself, but I am hungry and must go."

**E**

A crow, perched in a tree with a piece of cheese in his beak, attracted the eye and nose of a fox. "If you can sing as prettily as you sit," said the fox, "then you are the prettiest singer within my scent and sight." The fox had read somewhere, and somewhere, and somewhere else, that praising the voice of a crow with a cheese in his beak would make him drop the cheese and sing. But this is not what happened to this particular crow in this particular case.

**B.**

**1**

"But, if I am chained up, then I won't be able to walk when I want to take a walk or to run where I want to run," the wolf said. "If I come to live with you, I won't be free anymore." After saying this, the wolf turned and ran away.

**2**

Then why not join us? Asked the dog. "I work regularly and I eat regularly. You could do the same. I will arrange it. You can help me and the other dogs guard the sheep. In that way, we won't have to worry about your stealing the sheep anymore and you won't have to worry about going hungry any more. It's a good deal for both of us."

**3**

"The dog called after the wolf, saying, "Wait! Come back! I may not be able to do everything I want to do, but I'm healthy, well-fed, and I have a warm place to sleep. You are too worried about keeping alive to enjoy life. I'm more free than you are."

**4**

Once there was a wolf that was nearly dead with hunger. He was very thin, so that the outline of his bones could be seen clearly beneath his thinning coat of hair. With hardly enough energy to walk, the wolf had little hope of finding food. As he lay beneath a large tree, a dog out for a walk noticed him. Seeing how thin and hungry-looking the wolf was, the dog felt sorry for him and said, "You are in terrible shape! You look as if you haven't eaten for many days."

**5**

"Chained up!" cried the wolf, "Do you mean that you are chained up at night? If I come to live with you, will I be chained up at night too?"

**6**

"Oh, don't worry about that," said the dog. "It's the place where the collar rubs on my neck when my master chains me up at night."

**7**

That's right," answered the dog. "But, You'll get used to it soon enough. I hardly think about it anymore."

3. Read the following text. Write T if the statement is true and F if the statement is false. Correct the false statement. Look at the example.

### The Lion and the Shepherd



Once upon a time, there was a Lion in a forest. Suddenly, the Lion stepped on a thorn. Then, the Lion met a shepherd. The Lion came to him and said, "I am begging you and needed your help." The shepherd examined him bravely. Finally, he discovered the thorn. He pulled it out with his hand. The lion thanked the shepherd. Then, the Lion returned into the forest.

One day, the shepherd was imprisoned on a false accusation. He was going to be the Lion's prey for his crime. However, when the Lion was released from his cage, he recognized the shepherd. The shepherd was the man who healed him. The lion did not attack the shepherd. He came to the shepherd and placed his foot on his knee.

The King was very surprised because the Lion did not attack the shepherd. After he heard the story, he released the Lion. He also let the Shepherd go.

*(Adapted from <http://etext.lib.virginia.edu>)*

Taken from Scaffolding, English for Junior High School Students, GradeVIII, p.169

No.	Statements	T/F	Correction
1.	The Lion did not need the shepherd's help when he stepped on the thorn.	F	The Lion needed the shepherd's help.
2.	The shepherd was afraid of the Lion.		
3.	The shepherd pulled the thorn out with his hand.		
4.	The shepherd saved the Lion's life.		
5.	The Lion killed the shepherd.		
6.	The King finally released the shepherd.		

Taken from Scaffolding, English for Junior High School Students, GradeVIII, p.170



4. The following narrative text has a lot of errors in punctuation and capitalization. You have to revise them in order to make the text better and readable.

### The Fox and The Cat



One day a cat and a fox were having a conversation the fox who was a conceited creature, boasted how clever she was. 'Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,' she said.

'I know only one trick to get away from dogs,' said the cat. 'You should teach me some of yours!'

'Well, maybe someday, when I have the time i may teach you a few of the simpler ones,' replied the fox airily

Just then they heard the barking of a pack of dogs in the distance the barking grew louder and louder - the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. 'This is the trick I told you about, the only one I know,' she called down to the fox. 'Which one of your hundred tricks are you going to use'

the Fox sat silently under the tree wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.

A single plan that works is better than a hundred doubtful plans.

<http://goresanhati-ku.blogspot.com/2012/08/5-contoh-narrative-text-fabel-cerita.html>

5. Construct the following jumbled paragraphs into a good narrative text.

**The Legend of Nyi Roro Kidul  
(The Queen of South Ocean)**



Paragraph no	
	<p>The poor princess did not know where to go. However, she had a noble heart. She did not have any bad feeling about her step mother. She walked for almost seven days and seven nights. Then, she came to the South Ocean. The ocean was so clean and clear. She jumped into the water and swam.</p>
	<p>Once upon a time, there was a beautiful princess named Kadita. Because of her beauty she was called Dewi Srengenge. It means The goddess of sun. Her father was King Munding Wangi. Although he had a beautiful daughter, he was unhappy because he always expected to have a son.</p>
	<p>The King decided to marry Dewi Mutiara. He had a son from her. Dewi Mutiara wanted her son to become a king in the future. She asked the King to send his daughter away. The King did not agree.</p>
	<p>Suddenly, there was a miracle. The ocean water cured her illness. She became more beautiful than before. She also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul or The Queen of South Ocean.</p>
	<p>Dewi Mutiara called a black wizard to curse Kadita. She wanted Kadita's beautiful body full of ulcer. Then, Kadita's body was full of ulcer. It smelled bad. The beautiful princess cried.</p>

	<p>The King was very sad. No one could cure his daughter's illness. The King did not want her daughter to be a rumour so he sent his daughter away.</p>
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Taken from Scaffolding, English for Junior High School Students, GradeVIII, p.149  
<http://a-el.blogspot.com/2011/05/queen-of-south.html>

### G. Teaching Activities

No.	Teaching Activities	Time	Characters Applied
1.	<p><b>Pre-teaching</b></p> <p><b>Orientation</b></p> <ul style="list-style-type: none"> <li>➤ The teacher greets the students</li> <li>➤ The teacher asks the students, whether anybody is absent or not</li> <li>➤ The teacher asks what day it is and what date it is.</li> </ul> <p><b>Apperception</b></p> <ul style="list-style-type: none"> <li>➤ The teacher gives the students some warming up questions as lead in.</li> </ul>	10 minutes	religious, respectful, diligent, polite, independent, creative, hard-worker, cooperative, confident, responsible, honest
2.	<p><b>While teaching</b></p> <p><b>Exploration</b></p> <ul style="list-style-type: none"> <li>➤ Teacher and students starts to discuss the first example of narrative text.</li> <li>➤ Students' vocabulary is built up.</li> <li>➤ Students' ability in punctuation, vocabulary, prepositions, and is drilled.</li> </ul> <p><b>Elaboration.</b></p> <ul style="list-style-type: none"> <li>➤ Students' vocabulary is built up.</li> <li>➤ Students are facilitated to recognize the social functions, the tenses, and the words commonly</li> </ul>	90 minutes	religious, respectful, diligent, polite, independent, creative, hard-worker, cooperative, confident, responsible, honest

	<p>used in narrative text.</p> <ul style="list-style-type: none"> <li>➤ Students are facilitated to discuss the social functions, the tenses, and the words commonly used in narrative text.</li> <li>➤ Students are facilitated to have exercise to write narrative text with teacher's guidance.</li> <li>➤ Students are assessed to write narrative text by considering the social functions, the tenses, and the words commonly used that have been discussed.</li> <li>➤ Students' behavior and attitude related to the character building is observed.</li> </ul> <p><b>Confirmation</b></p> <ul style="list-style-type: none"> <li>➤ Students and teacher discuss the students' assessment as well as the students.</li> <li>➤ Students who get low score are motivated by teacher.</li> <li>➤ Students who have already understood are given compliment.</li> </ul>		
3.	<p><b>Post-teaching</b></p> <ul style="list-style-type: none"> <li>➤ Students are asked about what they have learnt today.</li> <li>➤ The teacher makes sure that every student understands the materials.</li> <li>➤ The teacher closes the lesson by greeting the students.</li> </ul>	20 minutes	religious, respectful, diligent, polite, independent, creative, hard-worker, cooperative, confident, responsible, honest

#### H. Source

<http://www.youredm.com/2014/02/27/teknique-killer-red-alternate-look-little-red-riding-hood/>

<http://catatankuflo.blogspot.com/2013/05/contoh-narative-text-beserta-gambar.html>

<http://catatankuflo.blogspot.com/2013/05/contoh-narative-text-beserta-gambar.html>

<https://www.hachettechildrens.co.uk/books/detail.page?isbn=9781408333846>

Scaffolding, English for Junior High School Students, Grade VIII

## I. Assessment

Each student is asked to produce or to write a narrative text. The assessment involves the indicators that have been learned by the students before. The indicators are:

- a. Students identify the social function of narrative text.
- b. Students identify and apply the tenses used in narrative text by correcting and writing sentences.
- c. Students answer questions based on the narrative texts
- d. Students recognize verbs, adjectives, and prepositions commonly used in narrative texts.
- e. Students identify the order of narrative text and then construct the text.

## J. Rubric of Scoring

**Writing scoring rubric based on Anderson (2003:92)**

Scores	4	3	2	1
Idea and development	Extensive development of topic, strong support of main ideas with details	Good development of topic	Adequate development of topic, listing of detail	Weak development of topic
Organization	Completely organized,	Fairly well organized, flow	Sparsely organized, lack	Not organized

	smooth flow with strong sequence	and sequence evident	of sequence	
Vocabulary	Vivid imaginative word choice, appropriate use of vocabulary	Good word choice, simple words	Fair word choice, simple words	Poor or inappropriate word choice
Sentence structure	Excellent: no errors and a variety length	Adequate: few errors and some variety of length	Fair: choppy with variety	Poor: many errors
Spelling	Error free	Very few error (1 – 5)	Some errors (6 – 10)	Many errors (over 10)
Capitalization and punctuation	Error free	Very few error (1 – 5)	Some errors (6 – 10)	Many errors (over 10)

Sleman, March 2, 2014

English Teacher,

Researcher,

Drs. Agustinus Sudarisman

NIP. 19630528 198903 1008

Vania Teska Novita

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# **CONTROL CLASS**

## LESSON PLAN 1 (Control Class)

**School** : SMP Negeri3 Sleman

**Subject** : English

**Grade/Semester** : VIII (Eight) / II

**Skill** : Writing

**Time Allocation** : 3 x 40 minutes

### A. Standard of Competence

12. To express meaning in short functional written text and simple essay in the form of recount, narrative, procedure, descriptive, report ,and expositionto interact in daily life and in academic context

### B. Basic Competency

12.2 To express meaning in a simple short essay accurately, fluently, and appropriately in the form of recount, narrative, procedure, descriptive, report ,and exposition to interact in daily life and in academic context

### C. Indicators

- 1) Students identify the social function of narrative text.
- 2) Students identify and apply the tenses used in narrative text by correcting and writing sentences.
- 3) Students answer questions based on narrative texts
- 4) Students recognize verbs, adjectives, and prepositions commonly used in narrativetexts.
- 5) Students identify the order of narrative text and then construct the text.

### D. Teaching Objectives

By the end of this lesson, students are expected to be able to:

- 1) apply common words and terms related to narrative text correctly, express the social function of narrative text correctly,
- 2) apply the tense used in narrative text in writing correctly,
- 3) find information from narrative texts,
- 4) and
- 5) construct or write a narrative text.



## E. Technique

- 1) three-phase technique
- 2) modeling
- 3) discussion
- 4) question and answer

## F. Materials

- 1) Read the following text and fill in the blanks with the words in the available box.

### Jack-O'-Lantern

Once upon a time, there was a man named Jack. He was a 1) *drunkard* and trickster. One day, he tricked Satan up a 2) .... He carved an image of a 3) ... in the tree's trunk to 4) ... the devil. Jack made a deal with the devil. If the devil would never 5) ... him again, he would 6) ... to let him down the tree.

After Jack died, he was forbidden to 7) ... Heaven because of his wickedness. He was also forbidden to enter Hell because he had tricked the 8) .... Instead, the devil gave him a single hot 9) ... to light his way through the darkness. The coal was placed inside a hollowed-out turnip to keep it glowing longer.

Originally, the Irish used turnips as their "Jack's lanterns". However, when the immigrants came to America, they found 10) ... were more plentiful than turnips. Therefore, the Jack-O'-Lantern in America was a hollowed-out pumpkin, lighted with a hot coal.

Jack-O'-Lantern has become one of the 11) ... of Halloween. Halloween is celebrated on 31<sup>st</sup> October. It is now celebrated most commonly in United States, Canada, Ireland, the United Kingdom, Australia and New Zealand. It has also been celebrated in some parts of Western Europe.

(Adapted from: <http://www.wikipedia.org>)

trickster    carve    cross    trap    devil  
tempt    forbidden    coal    turnip  
immigrant pumpkin

Taken from Scaffolding, English for Junior High School Students, Grade VIII, p.125-126

2) **Work in pairs. Discuss and answer the following questions based on the text above in task 1.**

**Questions**

1. What was Jack?
2. How did Jack trick the devil?
3. Why was Jack forbidden to enter Hell?
4. What did the devil give Jack to light his way through the darkness?
5. Why did the Irish use pumpkins as their Jack O' Lantern?
6. In what countries is the Halloween celebrated?

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Taken from Scaffolding, English for Junior High School Students, Grade VIII, p.126

3) **Reread the text. Write T if the statement is true and F if the statement is false.**

No	Statements	T/F	Corrections
1	The Jack-O'-Lantern comes from an Indian folklore.	F	It comes from Irish folklore.
2	Jack was a drunk and cheat.		
3	Jack carved a cross on the devil's body.		
4	After Jack died, he was allowed to enter Heaven.		
5	People in America found pumpkins more plentiful than turnips.		
6	Jack-O'-Lantern is the only symbol of Halloween.		

Taken from Scaffolding, English for Junior High School Students, Grade VIII, p.126-127

**4) Write the simplest story about Timun Mas (Cucumber Mas) story below.**

In ancient times, there lived a husband and wife farmers. They lived in a village near the forest. They live happily. Unfortunately they have not only blessed with a child too.

Every day they prayed to the Almighty. They prayed for a child immediately given. One day a giant passed their home. The giant heard the prayers of a husband and wife. It then gives them a giant cucumber seeds.

"Plant these seeds. You'll get a girl, "said Giant. "Thank you, Giants," said the husband and wife. "But there is a prerequisite. At the age of 17 you must leave him to me, "said Giant. Husband and wife were very long for a child. Therefore, they agreed without thinking.

Husband and wife farmers then plant the seeds of the cucumber. Every day they take care of the plants begin to grow it as quickly as possible. Months later there grew a golden cucumber.

Cucumber in it more and more big and heavy. When the fruit is ripe, they pick. Carefully they cut the fruit. How surprised they were, in the fruit that they find a very beautiful baby girl. Husband and wife were very happy. They named the baby Cucumber Mas.

The years passed. Mas cucumbers grown into a beautiful girl. Both parents are very proud of him. But they became very frightened. Because the birthday of the Cucumber Mas-17, the Giant came back. Menangih giant promises to take Cucumber Mas.

The farmer was trying to calm down. "Wait a minute. Cucumber Mas was playing. My wife would call him, "he said. The farmer soon meet his son. "Anakkku, take this," he said as he handed a cloth bag. "It will help you fight the giant. Now run as fast as possible, "he said. Cucumber Mas then immediately fled.

Husband and wife were saddened by the departure of Cucumber Mas. But they are not willing to have his son becomes food giant. Giant waited long enough. He became impatient. He knew, had lied to the husband and wife. Then he destroyed the peasant's cottage. Then he chased into the woods Cucumber Mas.

Giant Cucumber immediately ran after Mas. Giants closer. Cucumber Mas immediately grabbed a handful of salt from the cloth bag. Then the salt was sprinkled toward the Giants. Suddenly a wide sea was lying. Giant was forced to swim with great difficulty.

Mas ran cucumber again. But then the giant almost caught up. Cucumber Mas re-take the magic object from his pocket. He grabbed a handful of chili. Peppers tossed it toward the giant. Instantly a tree with branches and sharp thorns giant trap. The giant cried out in pain. Cucumber Mas while running for their lives.

But the Giants really strong. He was again nearly caught Cucumber Mas. Cucumber Mas then took out the three magical objects. He cast a magic cucumber seeds. Instantly the garden grows very large cucumber. Very tired and hungry giant. He also ate fresh cucumbers with gusto. Because of too much eating, sleeping giant.

Cucumber Mas re-run. He ran hard. But over time the energy runs out. Worse because the giant awoke from his sleep. Giant almost caught him again. Cucumber Mas very frightened. He also threw the last gun, a handful of shrimp paste. Again, a miracle happened. A vast lake of mud stretching. Giants fall into it. His hands almost reach Cucumber Mas. But it pulled into the mud of the lake bottom. Giant panic. He could not breathe, then submerged.

Cucumber Mas relief. He has survived. Cucumber Mas returned to her parents' house. Mom and Dad love to see Cucumber Cucumber Mas Mas survived. They greeted him. "Thank you, Lord. You have saved my son, "they said happily.

Since then Cucumber Mas could live quietly with his parents. They can live happily without fear again.

<http://international-files.blogspot.com/2012/06/story-of-timun-mas.html>

**5) Pay attention to these sentences below. Correct the underlined words into their past forms.**

- 1) A big golden cucumber grows from plants.
- 2) Timun Mas is very happy.
- 3) The giant has to swim to cross the lake.
- 4) Timun Mas throw some chili.
- 5) The giant come to the house.
- 6) Timun Mas take her third magic stuff.

### G. Teaching Activities

No.	Teaching Activities	Time	Characters Applied
1.	<p><b>Pre-teaching</b></p> <p><b>Orientation</b></p> <ul style="list-style-type: none"> <li>➤ The teacher greets the students</li> <li>➤ The teacher asks the students, whether anybody is absent or not</li> <li>➤ The teacher asks what day it is and what date it is.</li> </ul> <p><b>Apperception</b></p> <ul style="list-style-type: none"> <li>➤ The teacher gives the students some warming up questions as lead in.</li> </ul>	10 minutes	religious, respectful, diligent, polite, independent, creative, hard-worker, cooperative, confident, responsible, honest
2.	<p><b>While teaching</b></p> <p><b>Exploration</b></p> <ul style="list-style-type: none"> <li>➤ Teacher and students starts to discuss the first example of narrative text.</li> <li>➤ Students' vocabulary is built up.</li> <li>➤ Students' ability in punctuation, vocabulary, prepositions, and is drilled.</li> </ul> <p><b>Elaboration.</b></p> <ul style="list-style-type: none"> <li>➤ Students' vocabulary is built up.</li> <li>➤ Students are facilitated to recognize the social functions, the tenses, and the words commonly used in narrative text.</li> <li>➤ Students are facilitated to discuss the social functions, the tenses, and the words commonly used in narrative text.</li> <li>➤ Students are facilitated to have exercise to write narrative text with teacher's guidance.</li> <li>➤ Students are assessed to write narrative text by considering the social functions, the tenses, and the</li> </ul>	90 minutes	religious, respectful, diligent, polite, independent, creative, hard-worker, cooperative, confident, responsible, honest

	<p>words commonly used that have been discussed.</p> <ul style="list-style-type: none"> <li>➤ Students' behavior and attitude related to the character building is observed.</li> </ul> <p><b>Confirmation</b></p> <ul style="list-style-type: none"> <li>➤ Students and teacher discuss the students' assessment as well as the students.</li> <li>➤ Students who get low score are motivated by teacher.</li> <li>➤ Students who have already understood are given compliment.</li> </ul>		
3.	<p><b>Post-teaching</b></p> <ul style="list-style-type: none"> <li>➤ Students are asked about what they have learnt today.</li> <li>➤ The teacher makes sure that every student understands the materials.</li> <li>➤ The teacher closes the lesson by greeting the students.</li> </ul>	20 minutes	religious, respectful, diligent, polite, independent, creative, hard-worker, cooperative, confident, responsible, honest

#### H. Source

<http://ergakandlyp.blogspot.com/2011/02/story-telling-timun-emas.html>

[http://www.123rf.com/photo\\_9529229\\_a-jack-o-lantern-sits-on-a-porch-hand-rail.html](http://www.123rf.com/photo_9529229_a-jack-o-lantern-sits-on-a-porch-hand-rail.html)

Priyana, Joko, et.al., *Scaffolding English for Junior High School Students Grade VIII*. 2008. Jakarta: PusatPerbukuan Nasional. Departemen Pendidikan Nasional.

#### I. Assessment

Each student is asked to produce or to write a narrative text. The assessment involves the indicators that have been learned by the students before. The indicators are:

1) Students identify the social function of narrative text.

- 2)Students identify and apply the tenses used in narrative text by correcting and writing sentences.
- 3)Students answer questions based on the narrative texts
- 4)Students recognize verbs, adjectives, and prepositions commonly used in narrative texts.
- 5)Students identify the order of narrative text and then construct the text.

## **J. Rubric of Scoring**

### **Writing scoring rubric based on Anderson (2003:92)**

Scores	4	3	2	1
Idea and development	Extensive development of topic, strong support of main ideas with details	Good development of topic	Adequate development of topic, listing of detail	Weak development of topic
Organization	Completely organized, smooth flow with strong sequence	Fairly well organized, flow and sequence evident	Sparsely organized, lack of sequence	Not organized
Vocabulary	Vivid imaginative word choice, appropriate use of vocabulary	Good word choice, simple words	Fair word choice, simple words	Poor or inappropriate word choice
Sentence structure	Excellent: no errors and a variety length	Adequate: few errors and some variety of length	Fair: choppy with variety	Poor: many errors
Spelling	Error free	Very few error	Some errors (6	Many errors

		(1 – 5)	– 10)	(over 10)
Capitalization and punctuation	Error free	Very few error (1 – 5)	Some errors (6 – 10)	Many errors (over 10)

Sleman, March 2, 2014

English Teacher,

Researcher,

Drs. Agustinus Sudarisman

NIP. 19630528 198903 1008

Vania Teska Novita

NIM. 08202241005



## LESSON PLAN 2

**School** : SMP Negeri3 Sleman

**Subject** : English

**Grade/Semester** : VIII (Eight) / II

**Skill** : Writing

**Time Allocation** : 3 x 40 minutes

### A. Standard of Competence

12. To express meaning in short functional written text and simple essay in the form of recount, narrative, procedure, descriptive, report ,and expositionto interact in daily life and in academic context

### B. Basic Competency

12.2 To express meaning in a simple short essay accurately, fluently, and appropriately in the form of recount, narrative, procedure, descriptive, report ,and expositionto interact in daily life and in academic context

### C. Indicators

- 1) Students identify the social function of narrative text.
- 2) Students identify and apply the tenses used in narrative text by correcting and writing sentences.
- 3) Students answer questions based on narrative texts
- 4) Students recognize verbs, adjectives, and prepositions commonly used in narrative texts.
- 5) Students identify the order of narrative text and then construct the text.

### D. Teaching Objectives

By the end of this lesson, students are expected to be able to;

- 1) express the social function of narrative text correctly,
- 2) apply the tense used in narrative text in writing correctly,
- 3) find information from narrative texts,
- 4) apply common words and terms related to narrative text correctly, and

- 5) construct or write a narrative text.

### E. Technique

- 1) three-phase technique
- 2) modeling
- 3) discussion
- 4) question and answer

### F. Materials

1. Read this paragraph. Some parts are missing. Complete them with the words in the box.

#### Roro Anteng and Jaka Seger

Once upon a time, there was a king named King Brawijaya. He ruled Majapahit kingdom. He has a daughter named Roro Anteng. Roro Anteng fell in love with Jaka Seger. He was a man from the Brahmin Caste. King Brawijaya did not agree with their relationship.

Roro Anteng and Jaka Seger left Majapahit. They moved to a place near Mount Bromo. They ruled the 1) *region* together. The people were prosperous under their leadership. However, they were unhappy because they had no children. Desperate, they decided to climb to the top of Mount Bromo. They 2) ... for help to the god of Mount Bromo. He granted their wish. However, the youngest child must be sacrificed in the crater of the volcano.

After giving birth to 25 children, Roro Anteng and Jaka Seger have to 3) ... their last child, Kesuma. If they broke their promise, they would be threatened with catastrophe. After Kesuma was sacrificed, they heard Kesuma's voice. He told everyone not to forget to perform 4) ....

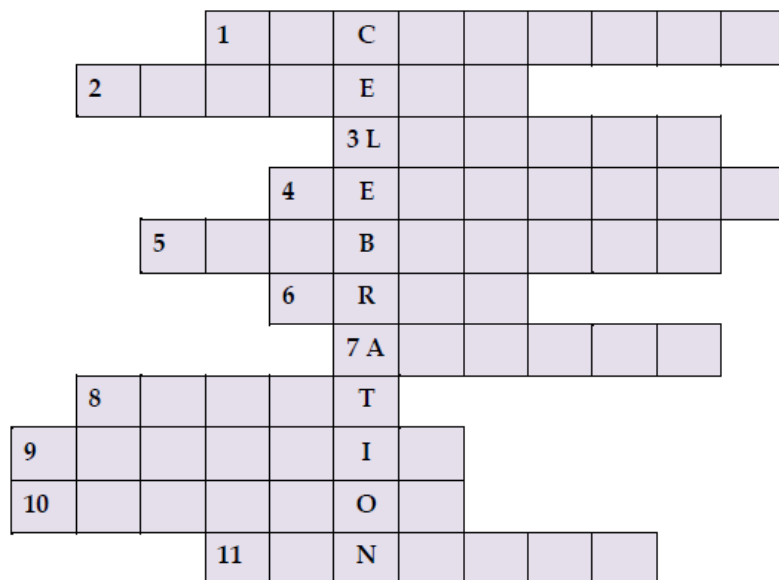
Until now, the Tenggerese still perform the annual Kasada festival to remember Kesuma's sacrifice. The word 'Tengger' is derived from the last syllables of Roro *Anteng* and Joko *Seger*. They present 5) ... offerings of rice, fruits, vegetables, livestock, and other local products.

(Adapted from [www.petra.ac.id](http://www.petra.ac.id))

<p>region worship annual sacrifice</p> <p>pray</p>
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Taken from Scaffolding, English for Junior High School Students, Grade VIII, p.126

2. After completing the text, do this puzzleword.



**forbidden**

**annual**

**wish**

**kingdom**

**grant**

**turnip**

**century**

**sacrifice**

**festival**

**legend**

**Clues:**

1. give up something that is valuable to you for a good purpose
2. portable lamp with a transparent case for a candle or flame
3. story from ancient times that may or may not be true
4. celebration
5. the synonym of "prohibited"
6. hope that something will happen
7. celebrated once in a year
8. agree to give somebody what they ask for
9. large round vegetable with thick orange skin
10. country ruled by a king or queen
11. a period of 100 years

Taken from Scaffolding, English for Junior High School Students, Grade VIII, p.131-132

3. Arrange these jumbled sentences into a good narrative text.

Little Red Riding Hood

- Once upon a time, there was a girl called Little Red Riding Hood.
- A wolf wanted to eat her but afraid to do so in public.
- The girl walked through the woods to deliver food to her grandmother.
- She naively told him where she was going.

- He ate the grandmother and waited for the girl.
- He disguised as the grandmother.
- However, a hunter came to rescue and cut the wolf open.
- In the meantime, he went to the grandmother's house and gained entry by pretending to be the girl.
- When the girl arrived, he ate the girl too.
- They filled the wolf's body with heavy stones, which killed him.
- He advised the girl to pick up some flowers.
- She really did it.
- Little Red Riding Hood and her grandmother emerged unharmed.
- The wolf approached the girl.

Taken from Scaffolding, English for Junior High School Students, Grade VIII, p.157

#### 4. Read the texts carefully and correct inappropriate verbs, adjectives, prepositions, and punctuation.

##### Text 1

##### The story of Toba Lake

once upon a time, there was a man who was living in north Sumatra. He lived above a simple hut in a farming field. he did some gardening and fishing for his daily life.

One day, while the man was do fishing, he catches a big golden fish in his trap. It was the big catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess; he felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man make the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would helped bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broke his promise.

Then she tells her daughter to run up the hills because a huge disaster is about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain, The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

<http://catatankuflo.blogspot.com/2013/05/contoh-narative-text-beserta-gambar.html>

**Text 2**

## Love Story of Antony and Cleopatra

Mark Antony becomes one of the three rulers of the roman empire; together with Octavius Caesar and Lepidus, and is responsible for the eastern part of the empire. He fell in love with cleopatra, the queen of egypt

As his wife had just died Antony married Octavius' sister, Octavia, in an attempt to heal the rift between the two emperors. When Cleopatra heard about Antony's marriage she flows into a jealous rage as she knew that Antony did not love Octavia. Antony went to Athens when war broke out between caesar and pompey. antony sent Octavia back to Rome and he returned to Egypt.

Caesar was very angry with Antony's behaviour and he declared war on both Antony and Cleopatra. When the Romans arrived, Antony was offered a choice of how to fight. He chose to fight on sea. The Egyptian navy was inadequate. When Cleopatra's navy turned and fled, Antony followed them. Caesar defeated him.

Antony gets news that Cleopatra was dead. Antony was devastated and decided to kill himself. He wounded himself without dying. His followers takes him to Cleopatra's tomb, where he *die* in her arms.

<http://catatankuflo.blogspot.com/2013/05/contoh-narative-text-beserta-gambar.html>

**5. Find and rewrite a short narrative text about any Indonesian celebration.**

[illegible]

### G. Teaching Activities

No.	Teaching Activities	Time	Characters Applied
1.	<p><b>Pre-teaching</b></p> <p><b>Orientation</b></p> <ul style="list-style-type: none"> <li>➤ The teacher greets the students</li> <li>➤ The teacher asks the students, whether anybody is absent or not</li> <li>➤ The teacher asks what day it is and what date it is.</li> </ul> <p><b>Apperception</b></p> <ul style="list-style-type: none"> <li>➤ The teacher gives the students some warming up questions as lead in.</li> </ul>	10 minutes	religious, respectful, diligent, polite, independent, creative, hard-worker, cooperative, confident, responsible, honest
2.	<p><b>While teaching</b></p> <p><b>Exploration</b></p> <ul style="list-style-type: none"> <li>➤ Teacher and students starts to discuss the first example of narrative text.</li> <li>➤ Students' vocabulary is built up.</li> <li>➤ Students' ability in punctuation, vocabulary, prepositions, and is drilled.</li> </ul> <p><b>Elaboration.</b></p> <ul style="list-style-type: none"> <li>➤ Students' vocabulary is built up.</li> <li>➤ Students are facilitated to recognize the social functions, the tenses, and the words commonly used in narrative text.</li> <li>➤ Students are facilitated to discuss the social functions, the tenses, and the words commonly used in narrative text.</li> <li>➤ Students are facilitated to have exercise to write narrative text with teacher's guidance.</li> <li>➤ Students are assessed to write narrative text by considering the social functions, the tenses, and the</li> </ul>	90 minutes	religious, respectful, diligent, polite, independent, creative, hard-worker, cooperative, confident, responsible, honest

	<p>words commonly used that have been discussed.</p> <ul style="list-style-type: none"> <li>➤ Students' behavior and attitude related to the character building is observed.</li> </ul> <p><b>Confirmation</b></p> <ul style="list-style-type: none"> <li>➤ Students and teacher discuss the students' assessment as well as the students.</li> <li>➤ Students who get low score are motivated by teacher.</li> <li>➤ Students who have already understood are given compliment.</li> </ul>		
3.	<p><b>Post-teaching</b></p> <ul style="list-style-type: none"> <li>➤ Students are asked about what they have learnt today.</li> <li>➤ The teacher makes sure that every student understands the materials.</li> <li>➤ The teacher closes the lesson by greeting the students.</li> </ul>	20 minutes	religious, respectful, diligent, polite, independent, creative, hard-worker, cooperative, confident, responsible, honest

#### H. Source

<http://ergakandlyp.blogspot.com/2011/02/story-telling-timun-emas.html>

[http://www.123rf.com/photo\\_9529229\\_a-jack-o-lantern-sits-on-a-porch-hand-rail.html](http://www.123rf.com/photo_9529229_a-jack-o-lantern-sits-on-a-porch-hand-rail.html)

Priyana, Joko, et.al., *Scaffolding English for Junior High School Students Grade VIII*. 2008. Jakarta: PusatPerbukuan Nasional. Departemen Pendidikan Nasional.

#### I. Assessment

Each student is asked to produce or to write a narrative text. The assessment involves the indicators that have been learned by the students before. The indicators are:

- 1) Students identify the social function of narrative text.

- 2) Students identify and apply the tenses used in narrative text by correcting and writing sentences.
- 3) Students answer questions based on the narrative texts
- 4) Students recognize verbs, adjectives, and prepositions commonly used in narrative texts.
- 5) Students identify the order of narrative text and then construct the text.

#### **J. Rubric of Scoring**

##### **Writing scoring rubric based on Anderson (2003:92)**

Scores	4	3	2	1
Idea and development	Extensive development of topic, strong support of main ideas with details	Good development of topic	Adequate development of topic, listing of detail	Weak development of topic
Organization	Completely organized, smooth flow with strong sequence	Fairly well organized, flow and sequence evident	Sparsely organized, lack of sequence	Not organized
Vocabulary	Vivid imaginative word choice, appropriate use of vocabulary	Good word choice, simple words	Fair word choice, simple words	Poor or inappropriate word choice
Sentence structure	Excellent: no errors and a variety length	Adequate: few errors and some variety of length	Fair: choppy with variety	Poor: many errors
Spelling	Error free	Very few error	Some errors (6	Many errors



		(1 – 5)	– 10)	(over 10)
Capitalization and punctuation	Error free	Very few error (1 – 5)	Some errors (6 – 10)	Many errors (over 10)

Sleman, March 2,  
2014

English Teacher,

Researcher,

Drs. Agustinus Sudarisman  
NIP. 19630528 198903 1008

Vania Teska Novita  
NIM. 08202241005

### LESSON PLAN 3

**School** : SMP Negeri3 Sleman

**Subject** : English

**Grade/Semester** : VIII (Eight) / II

**Skill** : Writing

**Time Allocation** : 3 x 40 minutes

#### A. Standard of Competence

12. To express meaning in short functional written text and simple essay in the form of descriptive, recount and exposition to interact in daily life and in academic context

#### B. Basic Competency

12.2 To express meaning in a simple short essay accurately, fluently, and appropriately in the form descriptive, recount, and exposition to interact in daily life and in academic context

#### C. Indicators

- 1) Students identify the social function of narrativetext.
- 2) Students identify and apply the tenses used in narrative text by correcting and writing sentences.
- 3) Students answer questions based on narrative texts
- 4) Students recognize verbs, adjectives, and prepositions commonly used in narrative texts.
- 5) Student identifies the order of narrative text and then constructs the text.

#### D. Teaching Objectives

By the end of this lesson, students are expected to be able to:

- 1) express the social function of narrative text correctly,
- 2) apply the tense used in narrative text in writing correctly,
- 3) find information from narrative texts,

- 4) apply common words and terms related to narrative text correctly, and
- 5) construct or write a narrative text.

### E. Technique

- 1) three-phase technique
- 2) modeling
- 3) discussion
- 4) question and answer

### F. Materials

- 1) Read the following text carefully. Answer the questions following the text.

#### The Legend of Banyuwangi

Once upon a time, there was a local ruler named King Sulahkromo. The king had a Prime Minister named Raden Sidopekso. The Prime Minister had a wife named Sri Tanjung. She was so beautiful that the king wanted her to be his wife.

One day, the King sent his Prime Minister to a long mission. While the Prime Minister was away, the King tried to get Sri Tanjung. However he failed. He was very angry. Thus, when Sidopekso went back, the King told him that his wife was unfaithful to him. The Prime Minister was very angry with his wife. Sri Tanjung said that it was not true. However, Sidopekso said that he would kill her. He brought her to the river bank. Before he kill her and threw her into the river, she said that her innocence would be proven.



Picture 8.5

After Sidopekso killed her, he threw her dead body into the dirty river. The river immediately became clean and began to spread a wonderful fragrance. Sidopekso said, "Banyu...Wangi... Banyuwangi". This means "fragrant water". Banyuwangi was born from the proof of noble and sacred love.

(Adapted from: [www.eastjava.com](http://www.eastjava.com))

Taken from Scaffolding, English for Junior High School Students, Grade VIII, p.154-155

1)

Who was Raden Sidopekso?

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2)

Who was Sri Tanjung?

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3)

Why did the King want Sri Tanjung to be his wife?

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4)

How did the King try to get Sri Tanjung?

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5)

Why was the Prime Minister very angry with his wife?

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6)

How did Raden Sidopekso kill his wife?

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7)

What was finally proved in the story?

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**2. Arrange the following jumbled paragraphs into a good story. Give a title in each text.**

**A. Story 1**

**A**

"They say you are sly and they say you are crazy," said the crow, having carefully removed the cheese from his beak with the claws of one foot, "but you must be nearsighted as well. Warblers wear gay hats and colored jackets and bright vest, and they are a dollar a hundred. I wear black and I am unique.

**B**

"Oh, every two points, I am sure," said the fox. "And thank you for the lion's share of what I know you could not spare." And with this he trotted away into the woods, his appetite appeased, leaving the hungry crow perched forlornly in the tree.

**C**

"Tarry awhile," said the crow quickly, "and share my lunch with me." Whereupon he tossed the cunning fox the lion's share of the cheese, and began to tell about himself. "A ship that sails without a crow's nest sails to doom," he said. "Bars may come and bars may go, but crow bars last forever. I am the pioneer of flight, I am the map maker. Last, but never least, my flight is known to scientists and engineers, geometricians, and scholar, as the shortest distance between two points. Any two points," he concluded arrogantly.

**D**

"I am sure you are," said the fox, who was neither crazy nor nearsighted, but sly. "I recognize you, now that I look more closely, as the most famed and talented of all birds, and I fain would hear you tell about yourself, but I am hungry and must go."

**E**

A crow, perched in a tree with a piece of cheese in his beak, attracted the eye and nose of a fox. "If you can sing as prettily as you sit," said the fox, "then you are the prettiest singer within my scent and sight." The fox had read somewhere, and somewhere, and somewhere else, that praising the voice of a crow with a cheese in his beak would make him drop the cheese and sing. But this is not what happened to this particular crow in this particular case.

**B. Story 2**

**1**

"But, if I am chained up, then I won't be able to walk when I want to take a walk or to run where I want to run," the wolf said. "If I come to live with you, I won't be free anymore." After saying this, the wolf turned and ran away.

**2**

Then why not join us? Asked the dog. "I work regularly and I eat regularly. You could do the same. I will arrange it. You can help me and the other dogs guard the sheep. In that way, we won't have to worry about your stealing the sheep anymore and you won't have to worry about going hungry any more. It's a good deal for both of us."

**3**

"The dog called after the wolf, saying, "Wait! Come back! I may not be able to do everything I want to do, but I'm healthy, well-fed, and I have a warm place to sleep. You are too worried about keeping alive to enjoy life. I'm more free than you are."

**4**

Once there was a wolf that was nearly dead with hunger. He was very thin, so that the outline of his bones could be seen clearly beneath his thinning coat of hair. With hardly enough energy to walk, the wolf had little hope of finding food. As he lay beneath a large tree, a dog out for a walk noticed him. Seeing how thin and hungry-looking the wolf was, the dog felt sorry for him and said, "You are in terrible shape! You look as if you haven't eaten for many days."

5

"Chained up!" cried the wolf, "Do you mean that you are chained up at night? If I come to live with you, will I be chained up at night too?"

6

"Oh, don't worry about that," said the dog. "It's the place where the collar rubs on my neck when my master chains me up at night."

7

That's right," answered the dog. "But, You'll get used to it soon enough. I hardly think about it anymore."

3. Read the following text. Write T if the statement is true and F if the statement is false. Correct the false statement. Look at the example.

### The Lion and the Shepherd

Once upon a time, there was a Lion in a forest. Suddenly, the Lion stepped on a thorn. Then, the Lion met a shepherd. The Lion came to him and said, "I am begging you and needed your help." The shepherd examined him bravely. Finally, he discovered the thorn. He pulled it out with his hand. The lion thanked the shepherd. Then, the Lion returned into the forest.

One day, the shepherd was imprisoned on a false accusation. He was going to be the Lion's prey for his crime. However, when the Lion was released from his cage, he recognized the shepherd. The shepherd was the man who healed him. The lion did not attack the shepherd. He came to the shepherd and placed his foot on his knee.

The King was very surprised because the Lion did not attack the shepherd. After he heard the story, he released the Lion. He also let the Shepherd go.

(Adapted from <http://etext.lib.virginia.edu>)

No.	Statements	T/F	Correction
1.	The Lion did not need the shepherd's help when he stepped on the thorn.	F	The Lion needed the shepherd's help.
2.	The shepherd was afraid of the Lion.		
3.	The shepherd pulled the thorn out with his hand.		
4.	The shepherd saved the Lion's life.		
5.	The Lion killed the shepherd.		
6.	The King finally released the shepherd.		

Taken from Scaffolding, English for Junior High School Students, Grade VIII, p.170

- 2) The following narrative text has a lot of errors in punctuation and capitalization. You have to revise them in order to make the text better and readable.

### The Fox and The Cat

One day a cat and a fox were having a conversation the foxwho was a conceited creature, boasted how clever she was. 'Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,' she said.

'I know only one trick to get away from dogs,' said the cat. 'You should teach me some of yours!'

'Well, maybe someday, when I have the time i may teach you a few of the simpler ones,' replied the fox airily

Just then they heard the barking of a pack of dogs in the distance the barking grew louder and louder - the dogs were coming in their direction! At once the cat

ran to the nearest tree and climbed into its branches, well out of reach of any dog. 'This is the trick I told you about, the only one I know,' she called down to the fox. 'Which one of your hundred tricks are you going to use'

the Fox sat silently under the tree wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.

A single plan that works is better than a hundred doubtful plans.

<http://goresanhati-ku.blogspot.com/2012/08/5-contoh-narrative-text-fabel-cerita.html>

### 3) Construct the following jumbled paragraphs into a good narrative text.

#### The Legend of Nyi Roro Kidul (The Queen of South Ocean)

Paragraph no	
	The poor princess did not know where to go. However, she had a noble heart. She did not have any bad feeling about her step mother. She walked for almost seven days and seven nights. Then, she came to the South Ocean. The ocean was so clean and clear. She jumped into the water and swam.
	Once upon a time, there was a beautiful princess named Kadita. Because of her beauty she was called Dewi Srengenge. It means The goddess of sun. Her father was King Munding Wangi. Although he had a beautiful daughter, he was unhappy because he always expected to have a son.
	The King decided to marry Dewi Mutiara. He had a son from her. Dewi Mutiara wanted her son to become a king in the future. She asked the King to send his daughter away. The King did not agree.
	Suddenly, there was a miracle. The ocean water cured her illness. She became more beautiful than before. She also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul or The Queen of South Ocean.



	Dewi Mutiara called a black wizard to curse Kadita. She wanted Kadita's beautiful body full of ulcer. Then, Kadita's body was full of ulcer. It smelled bad. The beautiful princess cried.
	The King was very sad. No one could cure his daughter's illness. The King did not want her daughter to be a rumour so he sent his daughter away.

Taken from Scaffolding, English for Junior High School Students, GradeVIII, p.149

### G. Teaching Activities

No.	Teaching Activities	Time	Characters Applied
1.	<b>Pre-teaching</b> <b>Orientation</b> <ul style="list-style-type: none"> <li>➤ The teacher greets the students</li> <li>➤ The teacher asks the students, whether anybody is absent or not</li> <li>➤ The teacher asks what day it is and what date it is.</li> </ul> <b>Apperception</b> <ul style="list-style-type: none"> <li>➤ The teacher gives the students some warming up questions as lead in.</li> </ul>	10 minutes	religious, respectful, diligent, polite, independent, creative, hard-worker, cooperative, confident, responsible, honest
2.	<b>While teaching</b> <b>Exploration</b> <ul style="list-style-type: none"> <li>➤ Teacher and students starts to discuss the first example of narrative text.</li> <li>➤ Students' vocabulary is built up.</li> <li>➤ Students' ability in punctuation, vocabulary, prepositions, and is drilled.</li> </ul> <b>Elaboration.</b> <ul style="list-style-type: none"> <li>➤ Students' vocabulary is built up.</li> <li>➤ Students are facilitated to recognize the social functions, the tenses, and the words commonly</li> </ul>	90 minutes	religious, respectful, diligent, polite, independent, creative, hard-worker, cooperative, confident, responsible, honest

	<p>used in narrative text.</p> <ul style="list-style-type: none"> <li>➤ Students are facilitated to discuss the social functions, the tenses, and the words commonly used in narrative text.</li> <li>➤ Students are facilitated to have exercise to write narrative text with teacher's guidance.</li> <li>➤ Students are assessed to write narrative text by considering the social functions, the tenses, and the words commonly used that have been discussed.</li> <li>➤ Students' behavior and attitude related to the character building is observed.</li> </ul> <p><b>Confirmation</b></p> <ul style="list-style-type: none"> <li>➤ Students and teacher discuss the students' assessment as well as the students.</li> <li>➤ Students who get low score are motivated by teacher.</li> <li>➤ Students who have already understood are given compliment.</li> </ul>		
3.	<p><b>Post-teaching</b></p> <ul style="list-style-type: none"> <li>➤ Students are asked about what they have learnt today.</li> <li>➤ The teacher makes sure that every student understands the materials.</li> <li>➤ The teacher closes the lesson by greeting the students.</li> </ul>	20 minutes	religious, respectful, diligent, polite, independent, creative, hard-worker, cooperative, confident, responsible, honest

## H. Source

Priyana, Joko, et.al., *Scaffolding English for Junior High School Students Grade VIII*. 2008. Jakarta: PusatPerbukuan Nasional. Departemen Pendidikan Nasional.

<http://goresanhati-ku.blogspot.com/2012/08/5-contoh-narrative-text-fabel-cerita.html>

## **I. Assessment**

Each student is asked to produce or to write a narrative text. The assessment involves the indicators that have been learned by the students before. The indicators are:

- 1) Students identify the social function of narrative text.
- 2) Students identify and apply the tenses used in narrative text by correcting and writing sentences.
- 3) Students answer questions based on the narrative texts
- 4) Students recognize verbs, adjectives, and prepositions commonly used in narrative texts.
- 5) Students identify the order of narrative text and then construct the text.

## **J. Rubric of Scoring**

### **Writing scoring rubric based on Anderson (2003:92)**

Scores	4	3	2	1
Idea and development	Extensive development of topic, strong support of main ideas with details	Good development of topic	Adequate development of topic, listing of detail	Weak development of topic
Organization	Completely organized, smooth flow with strong sequence	Fairly well organized, flow and sequence evident	Sparsely organized, lack of sequence	Not organized
Vocabulary	Vivid imaginative word choice, appropriate use of vocabulary	Good word choice, simple words	Fair word choice, simple words	Poor or inappropriate word choice

Sentence structure	Excellent: no errors and a variety length	Adequate: few errors and some variety of length	Fair: choppy with variety	Poor: many errors
Spelling	Error free	Very few error (1 – 5)	Some errors (6 – 10)	Many errors (over 10)
Capitalization and punctuation	Error free	Very few error (1 – 5)	Some errors (6 – 10)	Many errors (over 10)

Sleman, March 2, 2014

English Teacher,

Researcher,

Drs. Agustinus Sudarisman

NIP. 19630528 198903 1008

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NIM. 08202241005

## **Appendix A: Research Instruments (Pre-Test and Post-Test)**

## PRETEST

### Direction:

Write a *narrative* text about Malin Kundang.

Write at least 1 paragraph or more by considering the following questions:

- a. Who is Malin Kundang?
- b. Where is the story come from?
- c. What is the climax of the story?
- d. What is the end of the story?

*Narrative* text is text that aims to amuse or entertain the reader with a story.

### Text Structure

-Orientation: set the scene, where and when the story happened and introduces the participants of the story. Who and what is involved in the story.

-Complication: tells the beginning of the problems which leads to the crisis (climax) of the main participants.

-Resolution: the problem (the crisis) is resolved, either in a happy ending or in sad (tragic) ending.

-Re-orientation: this is the closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

### Grammatical Features:

-Who? What? When? Where?

-Using simple past tense

### Writing scoring rubric based on Anderson (2003:92)

Scores	4	3	2	1
Idea and development	Extensive development of topic, strong support of main	Good development of topic	Adequate development of topic, listing of	Weak development of topic

	ideas with details		detail	
Organization	Completely organized, smooth flow with strong sequence	Fairly well organized, flow and sequence evident	Sparsely organized, lack of sequence	Not organized
Vocabulary	Vivid imaginative word choice, appropriate use of vocabulary	Good word choice, simple words	Fair word choice, simple words	Poor or inappropriate word choice
Sentence structure	Excellent: no errors and a variety length	Adequate: few errors and some variety of length	Fair: choppy with variety	Poor: many errors
Spelling	Error free	Very few error (1 – 5)	Some errors (6 – 10)	Many errors (over 10)
Capitalization and punctuation	Error free	Very few error (1 – 5)	Some errors (6 – 10)	Many errors (over 10)

## POST-TEST

### Direction:

Write a *narrative* text about Toba Lake.

Write at least 1 paragraph or more by considering the following questions:

- a. Where is the story come from?
- b. What is the climax of the story?
- c. What is the end of the story?

*Narrative* text is text that aims to amuse or entertain the reader with a story.

### Text Structure

-Orientation: set the scene, where and when the story happened and introduces the participants of the story. Who and what is involved in the story.

-Complication: tells the beginning of the problems which leads to the crisis (climax) of the main participants.

-Resolution: the problem (the crisis) is resolved, either in a happy ending or in sad (tragic) ending.

-Re-orientation: this is the closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

### Grammatical Features:

-Who? What? When? Where?

-Using simple past tense

### Writing scoring rubric based on Anderson (2003:92)

Scores	4	3	2	1
Idea and development	Extensive development of topic, strong	Good development of topic	Adequate development of topic, listing of	Weak development of topic



	support of main ideas with details		detail	
Organization	Completely organized, smooth flow with strong sequence	Fairly well organized, flow and sequence evident	Sparsely organized, lack of sequence	Not organized
Vocabulary	Vivid imaginative word choice, appropriate use of vocabulary	Good word choice, simple words	Fair word choice, simple words	Poor or inappropriate word choice
Sentence structure	Excellent: no errors and a variety length	Adequate: few errors and some variety of length	Fair: choppy with variety	Poor: many errors
Spelling	Error free	Very few error (1 – 5)	Some errors (6 – 10)	Many errors (over 10)
Capitalization and punctuation	Error free	Very few error (1 – 5)	Some errors (6 – 10)	Many errors (over 10)

## **Appendix B: Schedules of the Study**

No	Date	Time	Class	Materials	Activities	K.D.
1	Saturday, 8 March 2014	11.15	VIII B	Writing test	Pre-test of the experimental class	12.2
2	Tuesday, 11 March 2014	09.55	VIII A	Writing test	Post-test of the control class	12.2
3	Monday, 10 March 2014	07.45	VIII B	Introduction to <i>narrative</i> text by using pictures.	1 <sup>st</sup> meeting of the experimental class	12.2
4	Friday, 14 March 2014	07.00	VIII A	Introduction to <i>narrative</i> text in text book.	1 <sup>st</sup> meeting of the control class	12.2
5	Saturday, 15 March 2014	11.15	VIII B	<i>Narrative</i> text through picture series.	2 <sup>nd</sup> meeting of experimental class	12.2
6	Tuesday, 18 March 2014	09.55	VIII A	<i>Narrative</i> text in text book.	2 <sup>nd</sup> meeting of control class	12.2
7	Monday, 16 March 2014	07.45	VIII B	<i>Narrative</i> text through picture series.	3 <sup>rd</sup> meeting of experimental class	12.2
8	Friday, 21 March 2014	07.00	VIII A	<i>Narrative</i> text in text book.	3 <sup>rd</sup> meeting of experimental class	12.2
9	Saturday, 22 March 2014	11.15	VIII B	Writing test	Post-test of experimental class	12.2
10	Tuesday, 25 March 2014	09.55	VIII A	Writing test	Post-test of control class	12.2

# **Appendix C: Standard of Competence and Basic Competence of Junior High School and Writing Assessment Rubric**

Standard of competency	Basic competences	Indicators
12. Expressing meaning of short functional text and simple essay in daily life in the form of <i>narrative</i> .	12.2 Expressing meaning of short functional text and simple essay in daily life knowledge usage accurately, fluently, and understandably in the form of <i>narrative</i> .	<ul style="list-style-type: none"> <li>• Students are able to use correct organization of <i>narrative</i> texts.</li> <li>• Students are able to use correct grammatical rules.</li> <li>• Students are able to find meaning of unfamiliar words of <i>narrative</i> texts.</li> <li>• Students are able to use appropriate mechanics rules in creating a <i>narrative</i> texts.</li> <li>• Students are able to make <i>narrative</i> texts.</li> </ul>

The categorization of the reliability coefficient by Anderson (2003:92)

Scores	4	3	2	1
Idea and development	Extensive development of topic, strong support of main ideas with details	Good development of topic	Adequate development of topic, listing of detail	Weak development of topic
Organization	Completely organized, smooth flow with strong sequence	Fairly well organized, flow and sequence evident	Sparsely organized, lack of sequence	Not organized
Vocabulary	Vivid imaginative word choice,	Good word choice,	Fair word choice,	Poor or inappropriate word

	appropriate use of vocabulary	simple words	simple words	choice
Sentence structure	Excellent: no errors and a variety length	Adequate: few errors and some variety of length	Fair: choppy with variety	Poor: many errors
Spelling	Error free	Very few error (1 – 5)	Some errors (6 – 10)	Many errors (over 10)
Capitalization and punctuation	Error free	Very few error (1 – 5)	Some errors (6 – 10)	Many errors (over 10)

## **Appendix F: Pre-Test and Post-Test Score**

**Pre-Test Score VIII B (Rater 1)**

NO	NAME	L / P	SCORE						TOTAL
			ID	O	V	S	S	CP	
1	ABDULLAH MUHAMMAD YUSUF	L	3	3	3	3	3	4	19
2	ADI SUTRISNO	L	4	4	3	3	3	4	21
3	ADINDA AWLIYA	P	2	3	3	3	3	4	18
4	AFFINA DYAN SETYAWATI	P	4	4	4	4	3	4	23
5	AGENG NAWANG PUSPSA	P	3	3	3	3	3	4	19
6	ANDIKA BAGASKARA	L	3	4	3	3	3	4	20
7	ANNISA RAHMA QONITA	P	2	3	3	3	3	3	17
8	ANNISA RISTA YUANA	P	3	3	3	3	3	4	19
9	ARUM LOKA CINTYA	P	3	4	3	3	3	4	20
10	AYYASY MUFID HABIBULLAH	L	4	4	3	4	4	4	23
11	BAGUS MAULANA LAHUTI	L	3	4	3	3	3	3	19
12	DENNY RAMADHAN	L	3	3	4	3	3	4	20
13	DIMAS DWI PRASETYA	L	4	4	3	4	4	4	23
14	FEBY ANANTA NUGRAHA	L	3	3	3	3	3	4	19
15	HABIB ALIY AKHMADI ROZZAQ	L	4	4	3	3	3	4	21
16	HARITS MUHAMMAD ROSYD	L	3	4	3	3	3	4	20
17	KARINA NUR ARIFAH	P	3	4	3	3	3	4	20
18	MEGASWARI EKA CIPTA WIBOWO	P	2	3	3	3	2	3	16
19	MEIDIANA SARI DEWI	P	3	4	3	4	3	4	21
20	MUHAMMAD FEBRIANSYAH	L	2	3	3	3	3	3	17
21	NADIA SAFIRA ANGGRAENI	P	3	4	3	4	3	4	21
22	NINDYA KARTIKA RANI	P	3	2	3	3	3	3	17
23	NURUL AINI	P	3	4	3	3	3	4	20
24	RANI DESIANA SARI	P	2	3	4	3	3	3	18
25	RIFKA YUKE GINAWATI	P	2	3	4	3	3	3	18
26	RISKY SATRIAWAN	L	3	2	3	3	3	4	18
27	SAWUNG PETHAK RAHMOTO	L	4	4	3	4	4	4	23
28	SHINTA MAYLANI	P	3	2	4	3	3	3	18
29	TRI BAGUS SAPUTRO	L	3	3	2	3	3	4	18
30	TYAS ANJARWATI	P	3	4	3	3	3	4	20
31	VANDA NURMAYULITA	P	3	3	3	4	3	4	20
32	VIERA SETYA DAMAYANTI	P	4	4	3	3	3	4	21



**Pre-Test Score VIII B (Rater 2)**

NO	NAME	L / P	SCORE						TOTAL
			ID	O	V	S	S	CP	
1	ABDULLAH MUHAMMAD YUSUF	L	3	4	3	4	3	4	21
2	ADI SUTRISNO	L	4	4	3	4	4	4	23
3	ADINDA AWLIYA	P	3	4	3	3	3	4	20
4	AFFINA DYAN SETYAWATI	P	4	4	4	4	3	4	23
5	AGENG NAWANG PUSPSA	P	2	2	3	3	3	4	17
6	ANDIKA BAGASKARA	L	3	4	3	3	3	4	20
7	ANNISA RAHMA QONITA	P	3	4	3	3	3	3	19
8	ANNISA RISTA YUANA	P	3	3	3	3	3	4	19
9	ARUM LOKA CINTYA	P	4	4	4	4	4	4	24
10	AYYASY MUFID HABIBULLAH	L	4	4	3	4	4	4	23
11	BAGUS MAULANA LAHUTI	L	2	3	3	3	3	3	17
12	DENNY RAMADHAN	L	3	4	3	3	3	4	20
13	DIMAS DWI PRASETYA	L	4	4	3	4	4	4	23
14	FEBY ANANTA NUGRAHA	L	3	3	3	2	3	3	17
15	HABIB ALIY AKHMADI ROZZAQ	L	4	4	4	4	4	3	23
16	HARITS MUHAMMAD ROSYD	L	3	4	3	3	3	4	20
17	KARINA NUR ARIFAH	P	3	4	3	2	3	3	18
18	MEGASWARI EKA CIPTA WIBOWO	P	3	3	3	2	3	4	18
19	MEIDIANA SARI DEWI	P	3	4	3	2	3	4	19
20	MUHAMMAD FEBRIANSYAH	L	3	3	2	3	3	3	17
21	NADIA SAFIRA ANGGRAENI	P	4	4	4	4	3	4	23
22	NINDYA KARTIKA RANI	P	2	3	3	3	3	3	17
23	NURUL AINI	P	4	3	3	3	3	4	20
24	RANI DESIANA SARI	P	4	4	3	3	3	3	20
25	RIFKA YUKE GINAWATI	P	2	3	2	3	3	3	16
26	RISKY SATRIAWAN	L	3	2	3	4	3	3	18
27	SAWUNG PETHAK RAHMOTO	L	4	4	3	3	3	4	21
28	SHINTA MAYLANI	P	2	3	3	2	3	3	16
29	TRI BAGUS SAPUTRO	L	3	3	3	3	3	3	18
30	TYAS ANJARWATI	P	2	4	3	3	3	3	18
31	VANDA NURMAYULITA	P	4	4	3	2	3	4	20
32	VIERA SETYA DAMAYANTI	P	4	4	4	3	4	4	23
	L = 14 ; P = 18								631

**Pre-Test Score VIII A (Rater 1)**

NO	NAME	L / P	SCORE						TOTAL
			ID	O	V	S	S	CP	
1	ADHITYA YUDHA PRATISTA	L	2	2	3	4	2	4	17
2	ADITYA NUGRAHA WIBOWO	L	2	2	2	3	3	4	16
3	AHMAD NOOR ANDIKA	L	2	3	3	4	2	4	18
4	ALBERTINE ZEIN SYAFRIZAL	P	2	3	3	4	3	4	19
5	CHARISMA RIZQY ALIFIA	P	2	3	3	3	3	4	18
6	ELLITA ALIFIA NADIAWATI	P	2	3	3	4	3	4	19
7	FADHILA ARUM SUPRIYANTO	P	3	3	3	4	3	4	20
8	FADHILAH AZHAR	L	2	3	3	4	3	4	19
9	FADILA RAHMANINGTYAS	P	3	3	4	3	4	4	21
10	FAJAR SETIAWAN	L	2	3	3	4	3	4	19
11	ICHSANIA RAMADHANTY SULISTYA	P	3	2	4	3	3	3	18
12	IKA NUR HASTAMY	P	2	3	3	2	3	3	16
13	IMAM PURWA ADI RAGUSTI NALA	L	3	3	3	4	3	4	20
14	INA NURKHANA	P	3	2	3	2	3	4	17
15	INDAH DEWI ANGGAE NI	P	3	3	3	4	3	4	20
16	KHAISMABAKTI	P	2	3	3	4	2	4	18
17	LEONI RIZKY KISWARI	P	4	3	3	3	4	3	20
18	LIRA DWI PURNAMA	L	2	3	3	3	3	3	17
19	MUHAMAD RIZKY ATHORIQ	L	2	2	3	2	3	3	15
20	MUTIA GITA RINI	P	2	3	3	4	3	4	19
21	NURISSA AZRINAWATI SUDARTO	P	3	4	3	3	4	3	20
22	PROVITA INDAH WAHYUNINGTIAS	P	2	2	3	4	3	3	17
23	PUTRI YULIANI	P	4	3	3	3	3	4	20
24	RADITA IRAWATI PUSPITAJATI	P	2	3	3	4	3	4	19
25	RAKA SATRIA PRATAMA	L	2	3	3	3	2	3	16
26	RIDHANANTO HARI SETYAWAN	L	4	4	3	4	3	4	22
27	RISMA PRATIWI	P	4	3	3	3	3	4	20
28	RIYANTI DINA KUSUMA	P	2	3	3	4	3	4	19
29	RIZKY NUR RAHMAT FAUZAN	L	3	2	3	2	3	2	15
30	SHAHDI DATUN NOVIARI	P	3	3	3	4	2	4	19
31	ZENDY WAHYU SAPUTRO	L	3	4	3	4	3	4	21
32	ZHAFIRA PINASTHIKA	P	2	3	3	3	3	4	18
	L = 12 ; P = 20								592

**Pre-Test Score VIII A (Rater 2)**

NO	NAME	L / P	SCORE						TOTAL
			ID	O	V	S	S	CP	
1	ADHITYA YUDHA PRATISTA	L	3	2	3	4	3	4	19
2	ADITYA NUGRAHA WIBOWO	L	3	2	3	2	3	3	16
3	AHMAD NOOR ANDIKA	L	3	2	3	4	3	3	18
4	ALBERTINE ZEIN SYAFRIZAL	P	3	2	3	4	3	4	19
5	CHARISMA RIZQY ALIFIA	P	3	3	3	4	3	4	20
6	ELLITA ALIFIA NADIAWATI	P	2	3	3	3	3	3	17
7	FADHILA ARUM SUPRIYANTO	P	3	3	3	4	3	4	20
8	FADHILAH AZHAR	L	2	3	3	4	3	4	19
9	FADILA RAHMANINGTYAS	P	3	3	3	4	2	4	19
10	FAJAR SETIAWAN	L	3	3	3	2	3	3	17
11	ICHSANIA RAMADHANTY SULISTYA	P	3	2	3	4	3	3	18
12	IKA NUR HASTAMY	P	2	3	2	2	3	4	16
13	IMAM PURWA ADI RAGUSTI NALA	L	3	3	3	4	3	4	20
14	INA NURKHANA	P	3	4	3	4	3	4	21
15	INDAH DEWI ANGGAEINI	P	3	3	3	4	3	4	20
16	KHAISMABAKTI	P	3	3	3	4	3	4	20
17	LEONI RIZKY KISWARI	P	2	3	3	3	3	4	18
18	LIRA DWI PURNAMA	L	2	3	3	4	3	4	19
19	MUHAMAD RIZKY ATHORIQ	L	2	3	3	3	2	4	17
20	MUTIA GITA RINI	P	2	3	3	4	4	3	19
21	NURISSA AZRINAWATI SUDARTO	P	3	3	4	3	3	4	20
22	PROVITA INDAH WAHYUNINGTIAS	P	2	3	3	3	4	4	19
23	PUTRI YULIANI	P	2	3	3	4	4	4	20
24	RADITA IRAWATI PUSPITAJATI	P	2	2	3	4	4	4	19
25	RAKA SATRIA PRATAMA	L	2	3	2	3	3	3	16
26	RIDHANANTO HARI SETYAWAN	L	2	3	3	4	2	4	18
27	RISMA PRATIWI	P	3	3	3	4	3	4	20
28	RIYANTI DINA KUSUMA	P	3	3	3	4	2	4	19
29	RIZKY NUR RAHMAT FAUZAN	L	2	3	2	3	3	4	17
30	SHAHDI DATUN NOVIARI	P	2	2	3	4	2	4	17
31	ZENDY WAHYU SAPUTRO	L	3	3	3	3	3	4	19
32	ZHAFIRA PINASTHIKA	P	4	3	3	3	3	4	20
	L = 12 ; P = 20								596

**Post-Test Score VIII B (Rater 1)**

NO	NAME	L / P	SCORE						TOTAL
			ID	O	V	S	S	CP	
1	ABDULLAH MUHAMMAD YUSUF	L	3	3	4	4	4	4	22
2	ADI SUTRISNO	L	4	3	4	4	4	4	23
3	ADINDA AWLIYA	P	3	3	4	4	4	4	22
4	AFFINA DYAN SETYAWATI	P	4	3	4	3	4	4	22
5	AGENG NAWANG PUSPSA	P	3	4	3	4	3	3	20
6	ANDIKA BAGASKARA	L	3	4	3	4	4	4	22
7	ANNISA RAHMA QONITA	P	3	3	4	3	3	3	19
8	ANNISA RISTA YUANA	P	3	4	3	3	4	4	21
9	ARUM LOKA CINTYA	P	3	4	4	4	4	4	23
10	AYYASY MUFID HABIBULLAH	L	3	4	3	4	4	4	22
11	BAGUS MAULANA LAHUTI	L	3	3	4	3	4	3	20
12	DENNY RAMADHAN	L	3	4	4	4	4	4	23
13	DIMAS DWI PRASETYA	L	3	4	4	4	4	4	23
14	FEBY ANANTA NUGRAHA	L	3	4	3	3	4	3	20
15	HABIB ALIY AKHMADI ROZZAQ	L	3	4	4	4	4	4	23
16	HARITS MUHAMMAD ROSYD	L	3	4	4	4	4	4	23
17	KARINA NUR ARIFAH	P	3	4	4	3	4	3	21
18	MEGASWARI EKA CIPTA WIBOWO	P	2	3	3	3	3	4	18
19	MEIDIANA SARI DEWI	P	4	3	4	4	4	3	22
20	MUHAMMAD FEBRIANSYAH	L	4	2	3	3	3	3	18
21	NADIA SAFIRA ANGGRAENI	P	4	3	4	4	4	4	23
22	NINDYA KARTIKA RANI	P	2	3	3	4	3	3	18
23	NURUL AINI	P	4	3	4	4	3	4	22
24	RANI DESIANA SARI	P	3	3	3	4	4	3	20
25	RIFKA YUKE GINAWATI	P	3	3	3	2	3	4	18
26	RISKY SATRIAWAN	L	3	3	3	3	3	4	19
27	SAWUNG PETHAK RAHMOTO	L	4	3	4	4	4	4	23
28	SHINTA MAYLANI	P	3	3	3	3	4	3	19
29	TRI BAGUS SAPUTRO	L	3	2	3	3	3	4	18
30	TYAS ANJARWATI	P	2	3	3	4	3	4	19
31	VANDA NURMAYULITA	P	4	3	4	4	4	4	23
32	VIERA SETYA DAMAYANTI	P	4	3	4	4	4	4	23
	L = 14 ; P = 18								672

**Post-Test Score VIII B (Rater 2)**

NO	NAME	L / P	SCORE						TOTAL
			ID	O	V	S	S	CP	
1	ABDULLAH MUHAMMAD YUSUF	L	4	3	3	4	4	4	22
2	ADI SUTRISNO	L	4	3	4	4	4	4	23
3	ADINDA AWLIYA	P	3	4	3	4	3	3	20
4	AFFINA DYAN SETYAWATI	P	4	4	4	4	4	4	24
5	AGENG NAWANG PUSPSA	P	3	3	4	3	4	3	20
6	ANDIKA BAGASKARA	L	4	3	4	4	4	3	22
7	ANNISA RAHMA QONITA	P	4	3	4	3	3	4	21
8	ANNISA RISTA YUANA	P	4	3	3	4	4	3	21
9	ARUM LOKA CINTYA	P	4	3	4	4	4	4	23
10	AYYASY MUFID HABIBULLAH	L	4	4	4	4	4	4	24
11	BAGUS MAULANA LAHUTI	L	4	3	3	3	3	4	20
12	DENNY RAMADHAN	L	4	3	3	4	4	3	21
13	DIMAS DWI PRASETYA	L	4	3	4	4	4	4	23
14	FEBY ANANTA NUGRAHA	L	4	3	3	3	4	3	20
15	HABIB ALIY AKHMADI ROZZAQ	L	4	3	4	4	4	4	23
16	HARITS MUHAMMAD ROSYD	L	4	3	4	4	3	3	21
17	KARINA NUR ARIFAH	P	4	3	4	3	3	4	21
18	MEGASWARI EKA CIPTA WIBOWO	P	3	3	3	4	4	3	20
19	MEIDIANA SARI DEWI	P	4	3	4	4	3	4	22
20	MUHAMMAD FEBRIANSYAH	L	3	2	3	3	4	3	18
21	NADIA SAFIRA ANGGRAENI	P	4	4	4	4	4	3	23
22	NINDYA KARTIKA RANI	P	3	3	4	4	3	3	20
23	NURUL AINI	P	3	3	4	3	4	3	20
24	RANI DESIANA SARI	P	3	4	3	4	3	3	20
25	RIFKA YUKE GINAWATI	P	3	3	3	3	3	3	18
26	RISKY SATRIAWAN	L	4	3	4	3	4	3	21
27	SAWUNG PETHAK RAHMOTO	L	3	4	4	4	3	3	21
28	SHINTA MAYLANI	P	3	3	4	3	3	3	19
29	TRI BAGUS SAPUTRO	L	4	3	3	4	3	3	20
30	TYAS ANJARWATI	P	4	3	4	3	4	3	21
31	VANDA NURMAYULITA	P	4	4	4	3	3	3	21
32	VIERA SETYA DAMAYANTI	P	4	4	4	4	4	3	23
	L = 14 ; P = 18								676

**Post-Test Score VIII A (Rater 1)**

NO	NAME	L / P	SCORE						TOTAL
			ID	O	V	S	S	CP	
1	ADHITYA YUDHA PRATISTA	L	3	2	3	3	3	4	18
2	ADITYA NUGRAHA WIBOWO	L	3	3	3	3	2	4	18
3	AHMAD NOOR ANDIKA	L	3	3	3	3	3	4	19
4	ALBERTINE ZEIN SYAFRIZAL	P	3	3	4	3	3	4	20
5	CHARISMA RIZQY ALIFIA	P	4	4	3	3	4	4	22
6	ELLITA ALIFIA NADIAWATI	P	4	3	2	4	3	3	19
7	FADHILA ARUM SUPRIYANTO	P	3	4	3	3	3	4	20
8	FADHILAH AZHAR	L	4	3	4	4	3	4	22
9	FADILA RAHMANINGTYAS	P	4	3	3	4	3	4	21
10	FAJAR SETIAWAN	L	3	3	3	2	3	4	18
11	ICHSANIA RAMADHANTY SULISTYA	P	3	3	3	3	3	4	19
12	IKA NUR HASTAMY	P	3	3	3	3	3	3	18
13	IMAM PURWA ADI RAGUSTI NALA	L	3	4	4	3	4	4	22
14	INA NURKHANA	P	4	3	3	3	3	3	19
15	INDAH DEWI ANGGAENI	P	3	3	4	4	3	4	21
16	KHAISMABAKTI	P	4	3	3	3	4	4	21
17	LEONI RIZKY KISWARI	P	2	3	3	3	3	4	18
18	LIRA DWI PURNAMA	L	3	3	4	3	4	3	20
19	MUHAMAD RIZKY ATHORIQ	L	2	3	3	3	3	4	18
20	MUTIA GITA RINI	P	3	3	3	2	3	4	18
21	NURISSA AZRINAWATI SUDARTO	P	3	4	3	3	3	4	20
22	PROVITA INDAH WAHYUNINGTIAS	P	3	3	3	3	3	3	18
23	PUTRI YULIANI	P	4	4	3	4	3	4	22
24	RADITA IRAWATI PUSPITAJATI	P	4	3	4	3	3	4	21
25	RAKA SATRIA PRATAMA	L	3	2	3	3	3	3	17
26	RIDHANANTO HARI SETYAWAN	L	4	4	3	4	3	4	22
27	RISMA PRATIWI	P	3	3	3	3	4	4	20
28	RIYANTI DINA KUSUMA	P	3	3	4	3	3	4	20
29	RIZKY NUR RAHMAT FAUZAN	L	3	3	3	3	3	4	19
30	SHAHDI DATUN NOVIARI	P	3	3	3	3	2	4	18
31	ZENDY WAHYU SAPUTRO	L	3	3	4	3	3	4	20
32	ZHAFIRA PINASTHIKA	P	3	3	3	3	3	4	19
	L = 12 ; P = 20								627

**Post-Test Score VIII A (Rater 2)**

NO	NAME	L / P	SCORE						TOTAL
			ID	O	V	S	S	CP	
1	ADHITYA YUDHA PRATISTA	L	3	4	2	4	3	4	20
2	ADITYA NUGRAHA WIBOWO	L	3	2	3	3	3	4	18
3	AHMAD NOOR ANDIKA	L	3	3	3	3	3	4	19
4	ALBERTINE ZEIN SYAFRIZAL	P	3	3	3	3	4	4	20
5	CHARISMA RIZQY ALIFIA	P	2	3	3	3	3	4	18
6	ELLITA ALIFIA NADIAWATI	P	3	3	3	3	3	4	19
7	FADHILA ARUM SUPRIYANTO	P	3	3	4	3	3	4	20
8	FADHILAH AZHAR	L	3	3	3	2	3	4	18
9	FADILA RAHMANINGTYAS	P	3	3	3	3	3	4	19
10	FAJAR SETIAWAN	L	3	3	3	3	4	4	20
11	ICHSANIA RAMADHANTY SULISTYA	P	3	3	3	3	3	4	19
12	IKA NUR HASTAMY	P	3	3	3	2	3	4	18
13	IMAM PURWA ADI RAGUSTI NALA	L	2	4	3	4	3	4	20
14	INA NURKHANA	P	4	3	3	3	4	4	21
15	INDAH DEWI ANGGAENI	P	3	4	4	3	3	4	21
16	KHAISMABAKTI	P	4	3	3	4	3	4	21
17	LEONI RIZKY KISWARI	P	3	4	3	3	3	4	20
18	LIRA DWI PURNAMA	L	3	3	3	4	3	4	20
19	MUHAMAD RIZKY ATHORIQ	L	4	3	3	4	3	3	20
20	MUTIA GITA RINI	P	3	3	3	2	3	4	18
21	NURISSA AZRINAWATI SUDARTO	P	3	3	2	3	3	4	18
22	PROVITA INDAH WAHYUNINGTIAS	P	3	4	3	3	3	4	20
23	PUTRI YULIANI	P	4	3	2	4	3	4	20
24	RADITA IRAWATI PUSPITAJATI	P	3	3	3	3	3	4	19
25	RAKA SATRIA PRATAMA	L	3	3	3	3	3	4	19
26	RIDHANANTO HARI SETYAWAN	L	4	3	4	3	4	4	22
27	RISMA PRATIWI	P	3	4	4	4	3	4	22
28	RIYANTI DINA KUSUMA	P	4	3	3	3	3	4	20
29	RIZKY NUR RAHMAT FAUZAN	L	3	3	3	3	2	3	17
30	SHAHDI DATUN NOVIARI	P	3	4	3	4	3	3	20
31	ZENDY WAHYU SAPUTRO	L	4	4	4	4	4	4	24
32	ZHAFIRA PINASTHIKA	P	4	3	4	3	3	4	21
	L = 12 ; P = 20								631

## Research Data

No.	EXPERIMENTAL CLASS						CONTROL CLASS					
	Pre test			Post Test			Pre Test			Post Test		
	rater 1	rater 2	average	rater 1	rater 2	average	rater 1	rater 2	average	rater 1	rater 2	average
1	19	21	20	22	22	22	17	19	18	18	20	19
2	21	23	22	23	23	23	16	16	16	18	18	18
3	18	20	19	22	20	21	18	18	18	19	19	19
4	23	23	23	22	24	23	19	19	19	20	20	20
5	19	17	18	20	20	20	18	20	19	22	18	20
6	20	20	20	22	22	22	19	17	18	19	19	19
7	17	19	18	19	21	20	20	20	20	20	20	20
8	19	19	19	21	21	21	19	19	19	22	18	20
9	20	24	22	23	23	23	21	19	20	21	19	20
10	23	23	23	22	24	23	19	17	18	18	20	19
11	19	17	18	20	20	20	18	18	18	19	19	19
12	20	20	20	23	21	22	16	16	16	18	18	18
13	23	23	23	23	23	23	20	20	20	22	20	21
14	19	17	18	20	20	20	17	21	19	19	21	20
15	21	23	22	23	23	23	20	20	20	21	21	21
16	20	20	20	23	21	22	18	20	19	21	21	21
17	20	18	19	21	21	21	20	18	19	18	20	19
18	16	18	17	18	20	19	17	19	18	20	20	20
19	21	19	20	22	22	22	15	17	16	18	20	19
20	17	17	17	18	18	18	19	19	19	18	18	18
21	21	23	22	23	23	23	20	20	20	20	18	19
22	17	17	17	18	20	19	17	19	18	18	20	19
23	20	20	20	22	20	21	20	20	20	22	20	21
24	18	20	19	20	20	20	19	19	19	21	19	20
25	18	16	17	18	18	18	16	16	16	17	19	18
26	18	18	18	19	21	20	22	18	20	22	22	22
27	23	21	22	23	21	22	20	20	20	20	22	21
28	18	16	17	19	19	19	19	19	19	20	20	20
29	18	18	18	18	20	19	15	17	16	19	17	18
30	20	18	19	19	21	20	19	17	18	18	20	19
31	20	20	20	23	21	22	21	19	20	20	24	22
32	21	23	22	23	23	23	18	20	19	19	21	20
	627	631	629	672	676	674	592	596	594	627	631	629



# **Appendix G: Descriptive Statistic Results**

## DESCRIPTIVE STATISTIC RESULT

maximum score =  $4 \times 6 = 24$

minimum score =  $4 \times 1 = 4$

Mi =  $60/100 \times 24 = 14.4$

Sdi =  $25/100 \times 14.4 = 3.6$

Good :  $X \geq Mi + Sdi$

Average :  $Mi - Sdi \leq X < Mi + Sdi$

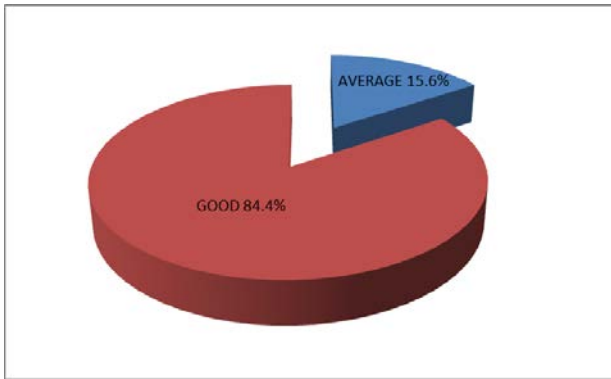
Low :  $X < Mi - Sdi$

Category	Score				
Good	:	X	$\geq$	18	
Average	:	10.8	$\leq$	X	< 18
Low	:	X	<	10.8	

### Categorization Result

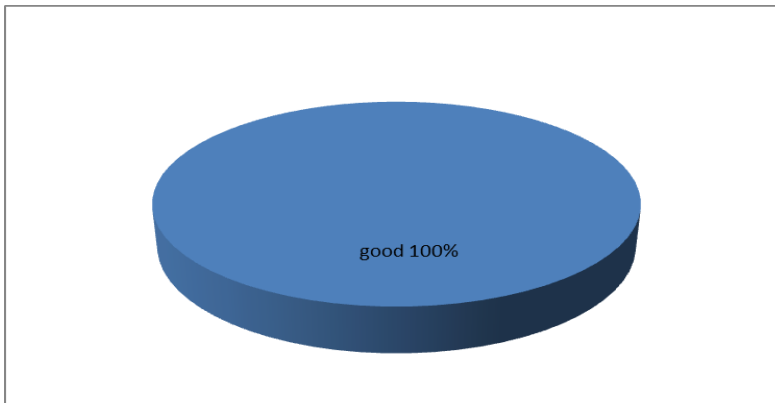
**pre test experimental**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid average	5	15.6	15.6	15.6
good	27	84.4	84.4	100.0
Total	32	100.0	100.0	



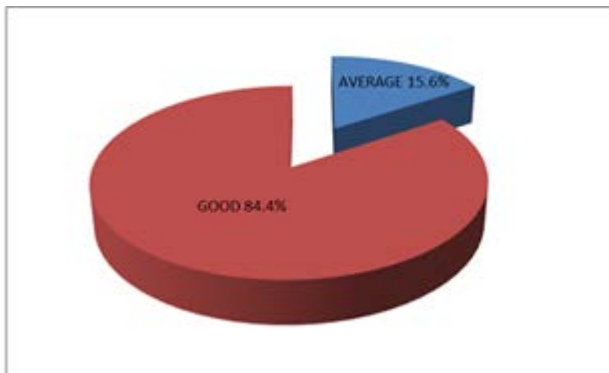
**post test experimental**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid good	32	100.0	100.0	100.0



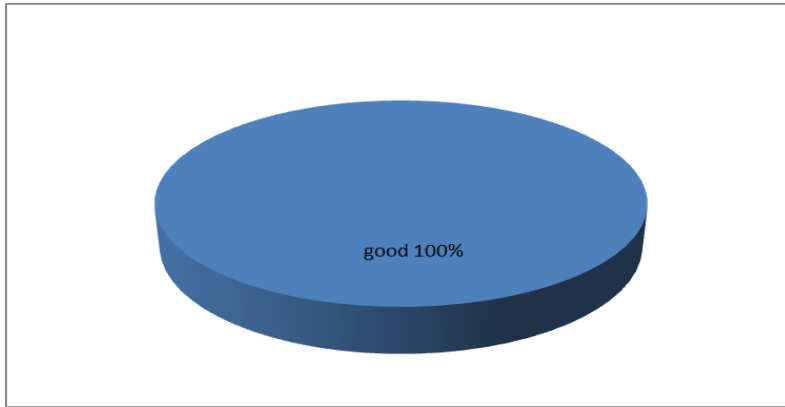
**pre test control**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid average	5	15.6	15.6	15.6
good	27	84.4	84.4	100.0
Total	32	100.0	100.0	



**post test control**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	good	32	100.0	100.0	100.0



## Appendix H: Inferential Statistic Results

## ANCOVA TEST RESULT

### Univariate Analysis of Variance

#### Tests of Between-Subjects Effects

Dependent Variable: post test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	136.483 <sup>a</sup>	8	17.060	65.840	.000
Intercept	23.140	1	23.140	89.302	.000
pretest	16.680	1	16.680	64.371	.000
class	16.435	7	2.348	9.061	.000
Error	14.252	55	.259		
Total	26679.000	64			
Corrected Total	150.734	63			

a. R Squared = .905 (Adjusted R Squared = .892)

#### Statistics

	postetsexpe rimental	posttestcont rol
N		
Valid	32	32
Missing	0	0
Mean	21.0625	19.6563
Median	21.0000	20.0000
Mode	23.00	19.00 <sup>a</sup>
Minimum	18.00	18.00
Maximum	23.00	22.00

a. Multiple modes exist. The smallest value is shown

**postetsexperimental**

	Frequency	Percent	Valid Percent	Cumulative Percent
18.00	2	6.3	6.3	6.3
19.00	4	12.5	12.5	18.8
20.00	7	21.9	21.9	40.6
Valid 21.00	4	12.5	12.5	53.1
22.00	7	21.9	21.9	75.0
23.00	8	25.0	25.0	100.0
Total	32	100.0	100.0	

**posttestcontrol**

	Frequency	Percent	Valid Percent	Cumulative Percent
18.00	5	15.6	15.6	15.6
19.00	10	31.3	31.3	46.9
20.00	10	31.3	31.3	78.1
Valid 21.00	5	15.6	15.6	93.8
22.00	2	6.3	6.3	100.0
Total	32	100.0	100.0	

# **Appendix I: Sample of Students' Works**



The game is taken from Intermediate Communication Games, Longman, 1996

Teacher's notes:

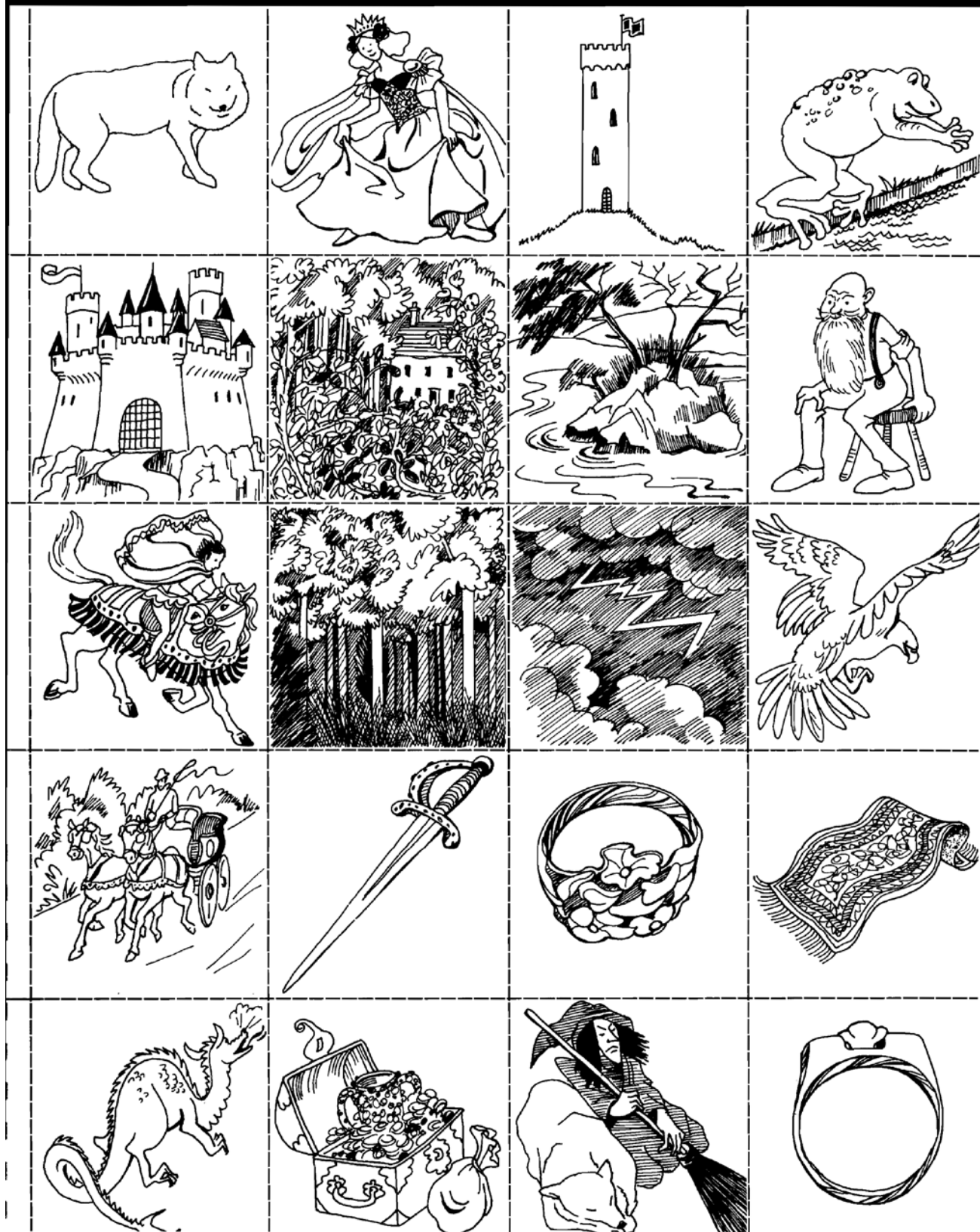
How to do the game:

- 1) The teacher makes 4 copies of set cards then cut them out.
- 2) The class is divided into 4 groups and each group gets a set of cards
- 3) The teacher drills the vocabulary of the cards to the students.
- 4) The students in groups have to arrange a story into good order and convey them in front of the class.
- 5) The best story is the winner.

The game is taken from Intermediate Communication Games, Longman, 1996

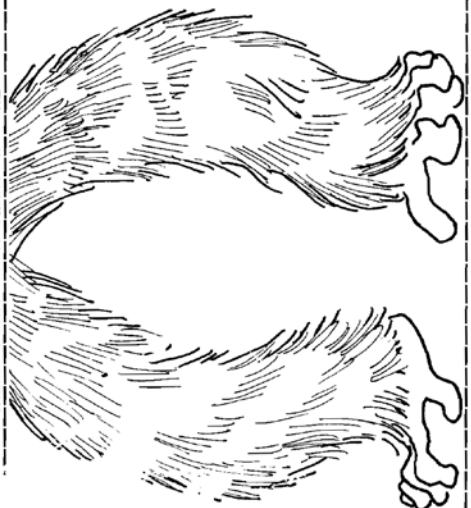
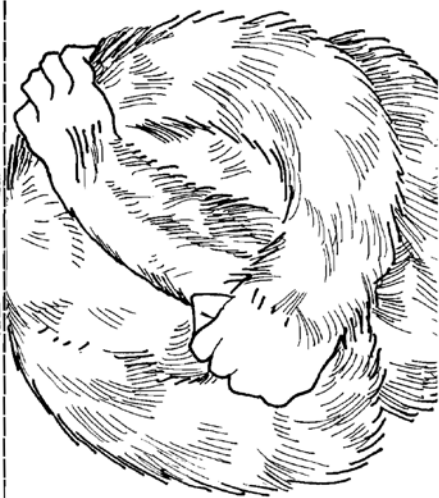
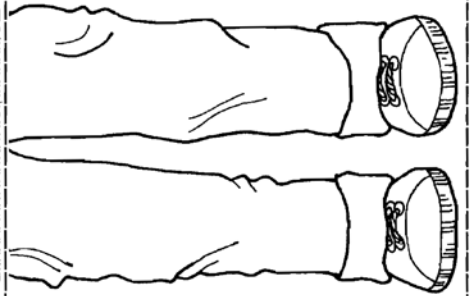
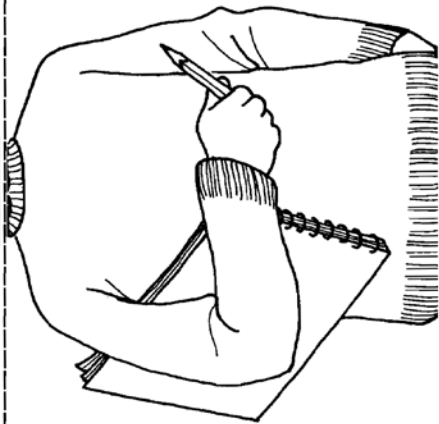
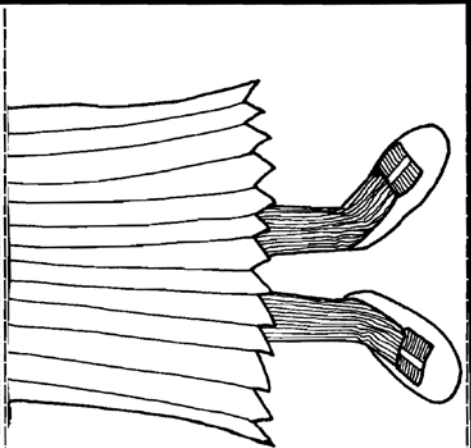
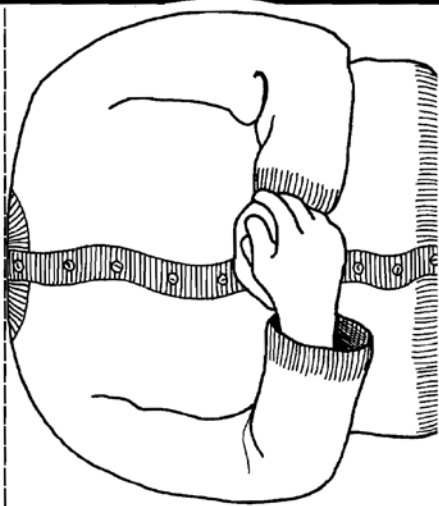
## 9 FAIRYTALE DOMINOES

Intermediate Communication Games, © J Hadfield 1990



## 36 HEADS, BODIES AND LEGS

Intermediate Communication Games, © J Hadfield 1990



## 36 Heads, bodies and legs

---

### Type of activity

whole class

exchanging and collecting

### Function practised

describing people's appearance

### Exponent

*He's/She's + adjective*

*He's got/She's got...*

### Lexical areas

clothes, parts of the body

### Essential vocabulary

adjectives for size, shape, appearance, clothes

vocabulary, parts of the body

---

### How to use the game

This game may be played with any number of students.

Copy one whole person for each student in the class and cut into three parts along the dotted lines. Give each student a head and ask them to imagine what the rest of the person looks like.

Then give out bodies and legs at random.

Ask the students to get up and walk around the class describing the person they are looking for (or imagine they're looking for) until they find someone who can give them an appropriate body or pair of legs.

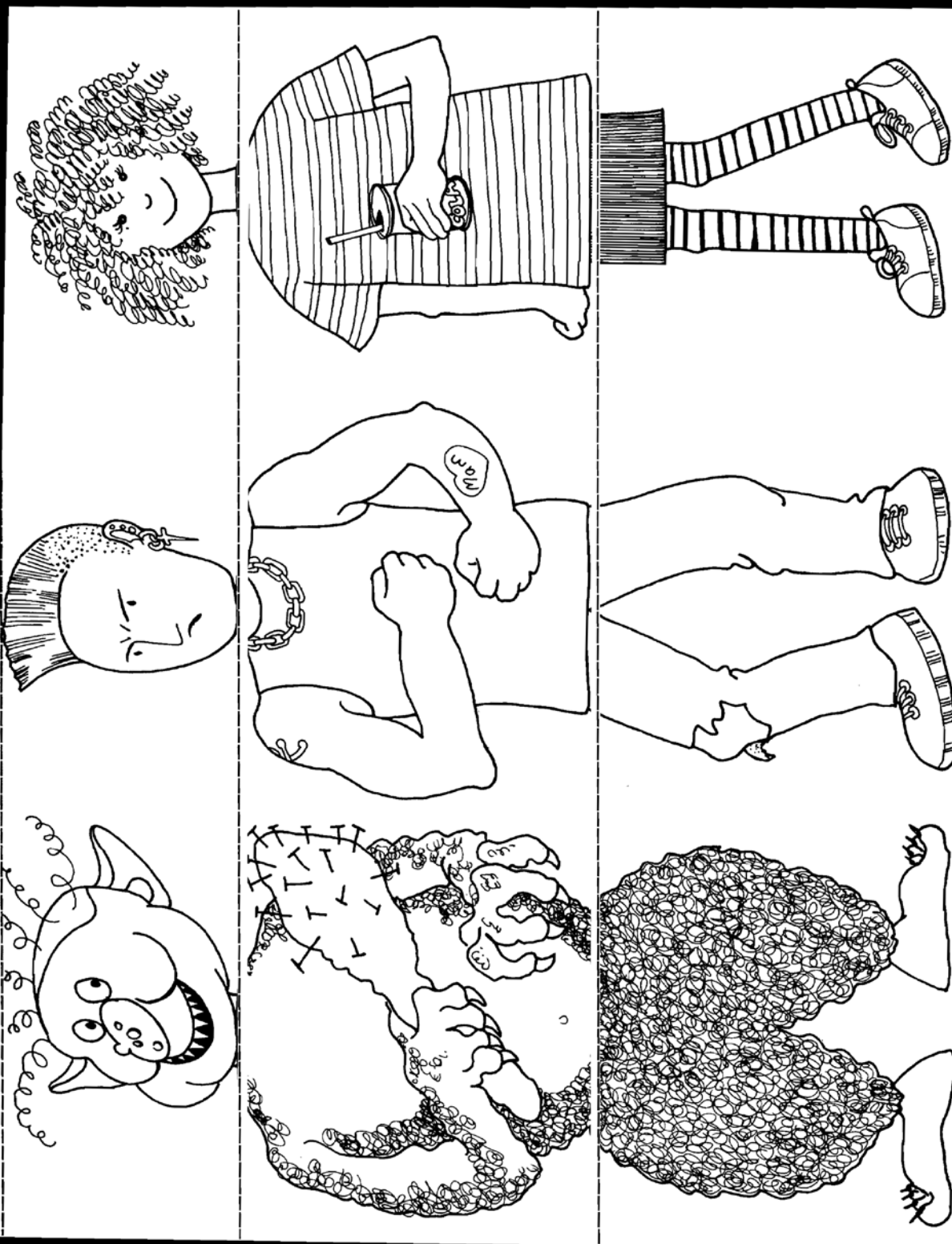
They should not show their cards to each other until they are almost sure that they have found the right card.

**The object of the game is to assemble a whole person.**



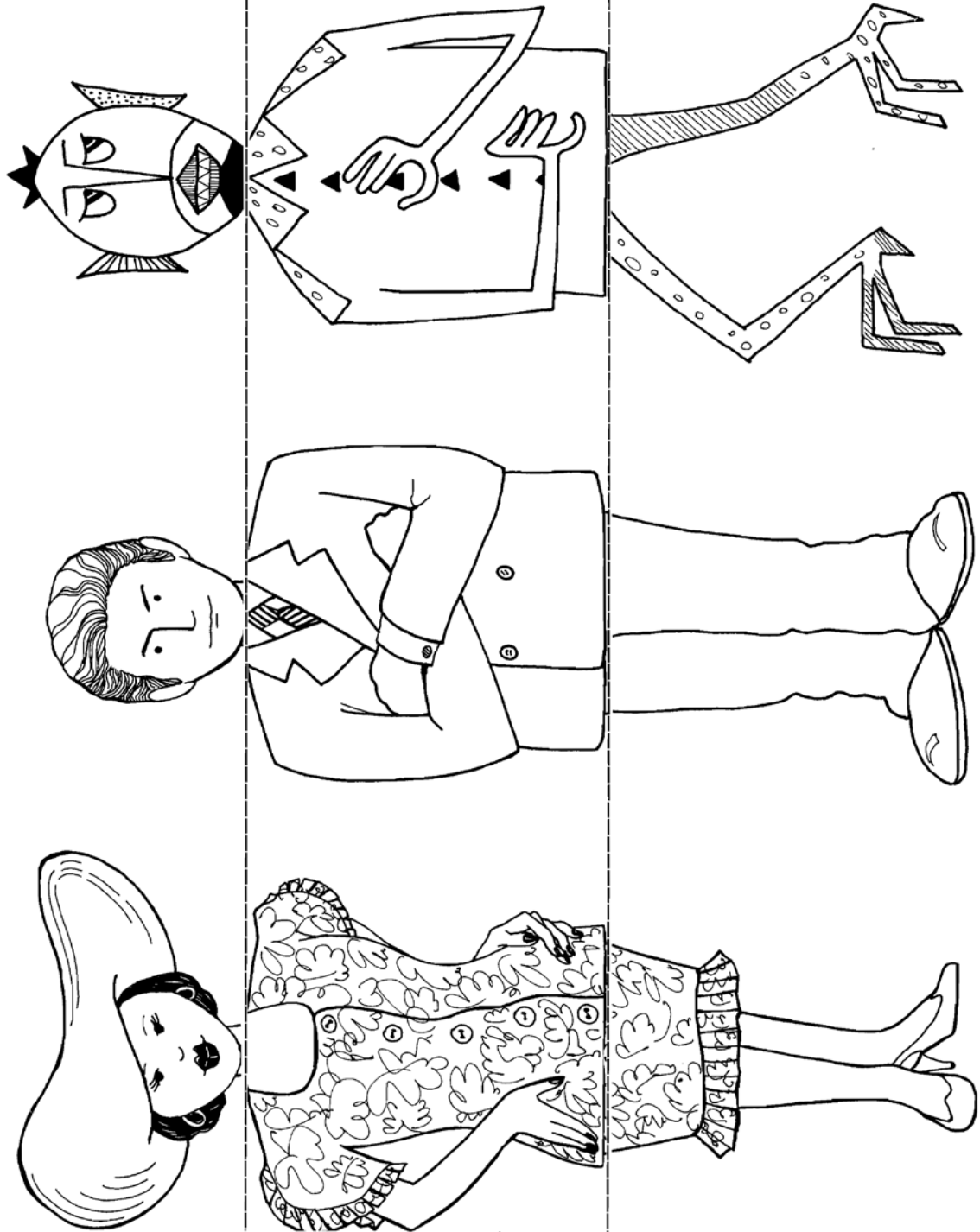
# 36 HEADS, BODIES AND LEGS

Intermediate Communication Games, © J Hadfield 1990



## 36 HEADS, BODIES AND LEGS

Intermediate Communication Games, © J Hadfield 1990



**No 1**

Four girls share a house at number 1.  
They are all doing different things.  
Sally is writing a letter in her bedroom.  
Sue is eating an egg for tea.  
Sarah is painting the living room.  
Sandra is drinking tea in the kitchen.

**No 2**

The Smiths live at number 2.  
Mr Smith is cleaning his teeth in the bathroom.  
Mrs Smith is doing the washing in the kitchen.  
Mrs Smith's mother is making the beds upstairs.

**No 3**

The Browns live at number 3.  
Mrs Brown is having a shower.  
Mr Brown is answering the phone.  
The children are playing cowboys.

**No 4**

The Greens live at number 4.  
Doris and Ken are dancing in the living room.  
Two children are fishing in the dining room.  
Two children are fighting in the kitchen.

**No 6**

The Blacks live at number 6.  
John is playing the guitar in the living room.  
Lynn is typing upstairs.  
John's mother is making tea in the kitchen.

**No 7**

The Whites live at number 7.  
Mr White is getting out of bed. (He works nights.)  
Mrs White is cooking the supper.  
The children are watching TV.

**No 8**

The Golds live at number 8.  
Mr Gold is drying the dishes.  
His mother-in-law is washing up.  
His wife is sleeping in front of the television.  
Their son is doing his homework and their daughter is crying.

**No 9**

The Greys live at number 9.  
Mrs Grey is having a bath.  
Mr Grey is reading a book in the living room.  
Their daughter is painting a picture.





## CONTROL CLASS



Pictures 1. The students were listening the teacher explanation/



Pictures 2. The students were doing the tasks.

## EXPERIMENTAL CLASS



Pictures 3. Students were doing the tasks individually.



Pictures 4. Students were discussing about the tasks in group.





KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI YOGYAKARTA  
**FAKULTAS BAHASA DAN SENI**

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<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01  
10 Jan 2011

Nomor : 0172/UN.34.12/DT/II/2014  
Lampiran : 1 Berkas Proposal  
Hal : Permohonan Izin Penelitian

7 Februari 2014

Kepada Yth.  
Bupati Sleman  
c.q. Kepala Kantor Kesatuan Bangsa Kab. Sleman  
Jl. Candi Gebang, Beran, Tridadi, Sleman

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

***THE EFFECTIVENESS OF TEACHING WRITING THROUGH PICTURE SERIES TO THE EIGHTH GRADE STUDENTS OF SMP N 3 SLEMAN***

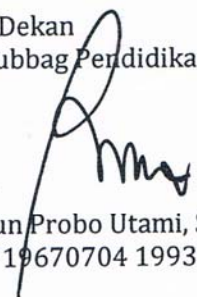
Mahasiswa dimaksud adalah :

Nama : VANIA TESKA NOVITA  
NIM : 08202241005  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : Februari – April 2014  
Lokasi Penelitian : SMP N 3 Sleman

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan  
Kasubbag Pendidikan FBS,

  
Indun Probo Utami, S.E.  
NIP 19670704 199312 2 001

Tembusan:  
1. Kepala SMP N 3 Sleman